

American notebook

Where to begin? This time, in Washington. Two days spent shuffling from one government building to another, finding out which issues are coming to the top of the Federal education agenda.

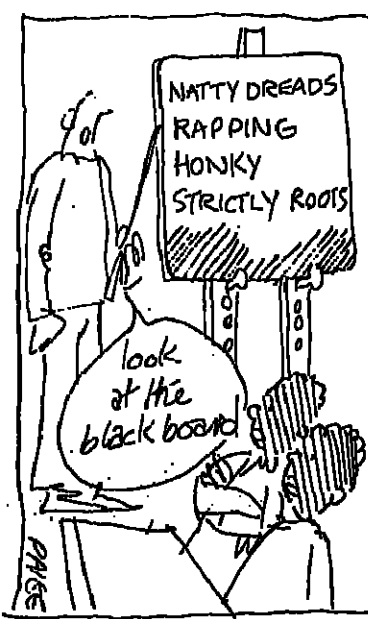
When I planned this trip I wrote to a friend for advice on what to look at. He quoted Diane Ravitch, of Teachers College, Columbia, who described America as currently being in a "post-panacea" period. The innovation era of the sixties has passed. So, too, has the dreary Nixon era when Washington's education profile was sedulously lowered, and perennial conflict between a Democratic Congress and a Republican Administration sordid relationships.

But now, education is really doing rather well. This year sees one of the highest-ever increases in the Federal education budget. The inflated expectations of what the schools can do have gone. A lot of generalized dissatisfaction and anxiety which fuels the argument about accountability and makes "back to the basics" a universal battlecry. But some of the negative thrust of this seems to have passed, and instead of just taking it out on the teachers and the education lobby by cutting spending, the mood—at the national level at any rate—seems to be changing. (There are still plenty of horror stories about budget cuts at the state and local level.)

Dr. Ernest Boyer, the much respected Commissioner of Education, noted a reaffirmation of belief in the central importance of the schools and their part in American life. Both he and Congressman John Brademas, of the House of Representatives Education Committee, urged that Congress and the Administration were now far closer to agreement about what needed to be done than at any time in the past six years.

President Carter has just put out his message on the renewal of the Elementary and Secondary Education Act, giving top priority to basic education under the various titles of the Act aimed at helping disadvantaged groups. The accent is on basic learning and minimum competency, state-wide testing and accountability, and the involvement of parents in responsibility for children's education.

Congressional hearings on this begin again shortly, and Senators and Congressmen will add their own gloss to the new measures. But the push will be in the same direction.



Bridge and PEP

The day I arrived I switched on the television set in my hotel bedroom at an ungodly (and fatigued) hour to be greeted by solemn talking-heads describing experimental approaches to basic education—in particular, how to get disadvantaged urban blacks reading up to grade. A black professor of education from the University of Illinois had a new curriculum programme called Bridge—nothing to do with slam bidding; just a reading scheme based on black vernacular language ("street talk") as a link to standard American.

Another professor, Down Wadley, talked about alternative schools (how dared that sounds). The star of the programme, another formidable black lady, Mrs. Alice Blair, superintendent of a Chicago school district, explained PEP (Passport to Excellence Plus) which was a basic education: strict discipline, scheme requiring teachers, pupils and parents to enter into a "learning contract". This meant insistence on pupils being sent to school smartly dressed and on time, lots of homework certified by parents, and regular testing and progress reports. At the end of the year only those who came up to the mark would be allowed to move up to the next grade. The others would repeat the year.

Not surprisingly, contract-type schemes, which appeal to the American business instinct, present the teachers with plenty of snags. Parents, backed by "advocacy groups" of civil rights lawyers, will take them to court at the drop of a hat. The learning contract in a scheme like PEP is not meant to be a legal engagement, but could it form the basis of a professional negligence suit if the hopes deliberately raised by the paraphernalia of unbinding promises are dashed?

Testing the basics

My visit coincided with a big conference set up by the National Institute of Education (the research and development arm of the Department of Health, Education and Welfare) on "achievement testing and basic skills". As Martin Kaplan, Ernest Boyer's executive assistant, put it, the word has gone out: "Round up the usual suspects, Louis." And, indeed, they were all there at Loews L'Enfant Plaza Hotel, a few blocks from the Office of Education. The public agenda was to explore the possibilities and consequences of achievement testing and thereby to help the NIE formulate plans for future research and development.

What the private agenda was, was less clear. The one thing every body is agreed about is that Joe Carter, the Secretary of Health, Education and Welfare, is one of the cleverest politicians in Washington at the moment. He is a former Lyndon Johnson aide—he helped prepare and push the Johnson educational legislation in the mid 1960s. He is also regarded as one of the administrative successes of the inexperienced Carter team, and this is one reason why education is currently getting good support from Congress. But he also seems much less enthusiastic about a Federal testing programme than President Carter. Carter, whose early mentor was Admiral Rickover, introduced a state-wide test and accountability scheme in Georgia and is said periodically to send messages over to HEW asking for a federal testing programme. So far HEW has remained stoutly opposed—a position reaffirmed last week by California, Boyer and Pat Grahau, the head of the NIE.

One reason for calling the conference was to mobilize professional opinion against an extension of the testing craze. This is did quite effectively. Two senators,



Claiborne Pell, chairman of the Senate Education Committee, and S. J. Haverstick, the Republican co-sponsor of the legislation, were nationwide tests of minimum competence.

Then Senator Pell, as if to reassure himself that he had hit the right note, called for a straw poll to see how much support he would get from the education establishment. "Two hands went up while 150 or 200 stayed down," he seemed visibly shocked, as one of his aides confirmed afterwards. Perhaps the most surprising thing is that a senator who is an education specialist and regarded as a highly competent and well-informed legislator, knew so little about the attitude of the professionals.

Earlier, Al Shanker, president of the American Federation of Teachers, and John Ryon, president of the National Education Association, had debated the issue of courses like the NAS and the NUT. They had to disagree, with Shanker, as always, playing the Terry Casey part and sticking lighted floggers up Ryon's jumper.

Shanker took up the plain man's position, insisting that teachers had to accept and cooperate in testing and accountability if they were to preserve their credibility. At the same time he made it clear he would fight all the way to protect teachers against unreasonable blame. Ryon, much more lucidly, fell back on a NEA demand for a moratorium on testing. All his arguments were reasonable, but politically weak. He had to follow Shanker who had undermined his case before he stood up, thus dividing the teachers' lobby into two ineffective and contradictory halves.

For my part, nothing in the discussion bears out the suggestion that America has entered a "post-panacea" period. Testing is the current panacea. State legislatures are clamouring for a mechanical instrument to measure the value obtained from each dollar. The testing industry climbs aboard for another splendid ride. There seems to be blind faith that a thermometer will, of itself, cure the fever in spite of all the evidence to the contrary.

As for the state of the educational establishment gathered in Washington last week, a certain air of resignation prevailed. Those who had long memories had seen such fashions come and go and discounted the worst fears no less than the most extravagant hopes.

This place seems to have turned out as yet another report on tests and testing. This inevitably has a fascination for the English observer because so many of the developments now blossoming America can be seen so clearly on the horizon in England. One difference seems to be that whereas at home there is no clear evidence to show that basic standards of achievement have been declining, the Americans have such evidence.

Willard Wirtz, the former Secretary of Labour who headed a com-

mittee to look into the state of decline in college entrance scores, has drawn attention to deterioration in the scores of students with elementary level cognitive expression. The decline in the United States is that of it seems to assume that it is to improve this kind of basic choice, machine-marked papers.



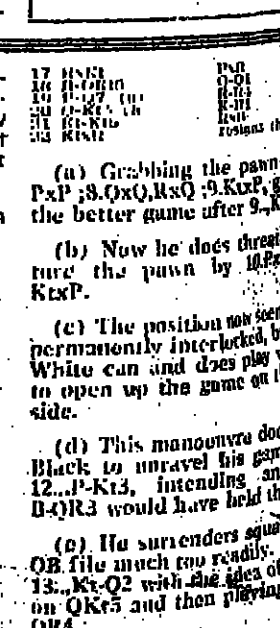
In brief

Congressional attempts to give credits for school and college seem quite likely to succeed in respect of school fees, where Administration's opposition is weak. The Supreme Court has indirectly supported church schools. The president says he does not intend to measure the value obtained from each dollar.

The campaign promise to set up a separate Department of Education is about to be reduced in the light of a presidential message. The president says he does not intend to measure the value obtained from each dollar.

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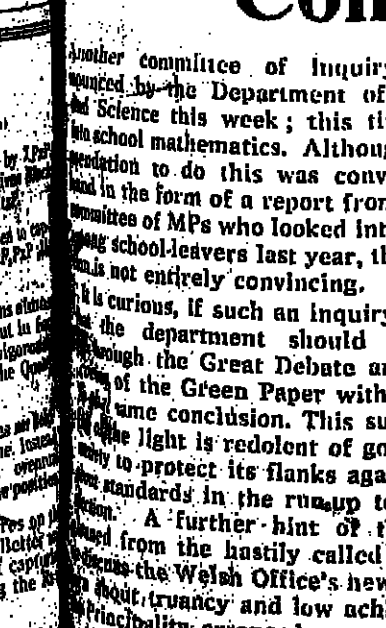
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Educational Supplement

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Promise of help as offer is stretched to restart talks

Mrs Williams will push for 10% deal

by Stephen Cohen

A new pay offer of a 10 per cent increase to teachers, which the Government this week came up with a formula designed to end the current spate of industrial action in schools and to get the teachers back to the negotiating table.

Leaders of the Association of County Councils and the Association of Metropolitan Authorities met on Monday to ask how much they could stretch the Government's 10 per cent pay guidelines. Mrs Williams refused to give an answer and told them to turn to the Cabinet committee which is overseeing sensitive pay deals.

Originally the employers—the Association of County Councils and the Association of Metropolitan Authorities—had offered 10 per cent but insisted that 1 per cent had to be deducted to pay for "salary drift" and the cost of putting right a wrongly set pay structure.

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the employees' ranks and unofficially between the employers and the unions.

The new offer which is likely to be made next week depends on whether the teachers' panel of the Burnham Committee will agree to drop or reduce part of its claim on the anomalies.

The management has conceded that something has to be done about providing scale three posts in small and medium-sized schools. If these higher-paid jobs are to be available, the salaries of deputy heads and heads would have to rise accordingly so that there was no overlap between scale three and their rates.

The claim was to put a £100 gap between the three posts. This would cost about £6.7m or 0.1 per cent of the salary bill. The idiom now being floated is to reduce this to about £3m, thereby releasing the rest for other teachers.

The details of the management panel's offer to teachers made at the end of last month are based on a 10 per cent increase in the total salary bill. It is estimated that during the financial year 1977-78 the bill will come to £2,143m.

A 9 per cent rise for all teachers at all points on the salary scales would cost £140m. The management calculate that salary drift of the amount by which the pay bill for this year exceeds that for last year through the costs of increments and promotion will account for £13,47m, or 0.65 per cent.

Increasing heads and deputy heads' salaries in group 1 to group 7 schools as a result of providing scale three posts would cost £6.7m, or 0.3 per cent. Giving all heads who earn over £8,500 the £132 rise which was denied them under stage one of the Government's incomes policy would cost £600,000 or 0.03 per cent. Rounding off salaries to multiples



Meanwhile the dispute gets more bitter. These Nottingham children were among many who took a dim view of the action. See page 3.

of three, to make it possible for computers to work out monthly cheques, would cost another £600,000. And giving local authorities discretion to appoint more higher-paid teachers than strictly permitted would add £400,000.

These bits and pieces of the offer account for a fraction over 1 per cent. By far the biggest part is salary drift and it is this which has caused so much resentment among teachers.

The argument though is whether drift should be paid for by teachers already in schools. It is this difficulty which Mrs Williams is trying to overcome.

She was told by leaders of the ACC and AMA on Monday that the Government guidelines were being applied too rigidly to teachers. Salary drift should not be knocked off the 10 per cent the authorities

could pay. They asked her for an interpretation, but she was unable to come up with an answer. Instead the authorities worked out a fresh proposal, put it to her and she is now mulling over the attitude of the Treasury and the Department of Employment which is acting as a watchdog on pay deals.

If salary drift can be forgotten about, and if the unions drop part of the claim, nearly £17m will be available to top up the 9 per cent already offered and to bring it to 10 per cent.

The "if" is a big one. Mrs Williams has to bear in mind the two major unions' annual conferences which open next week. The National Association of Schoolmasters-Union of Women Teachers is likely to have an emergency motion instructing its members to refuse to stand in for

Continued on page 3

This week

Don's hard core

University professors raise doubts about the new N and F exams after looking at the minimum amount of knowledge needed to start a degree course page 3

Land time forgot

Welsh comprehensives are 20 years behind the times and suffer from too much inflexibility the Welsh Office conference on standards was told page 9

Handicap stakes

With the Warnock report due this summer, Stuart Macure reports from America on their national programme to integrate the handicapped into the mainstream of education. Back page. Meanwhile in this country pressure for a similar programme is building page 17

Skill test

A demonstration lesson in front of a class for teachers seeking jobs or promotion was called for this week by Dr Rhodes Boyson, MP, deputy Tory spokesman on education and a former comprehensive head page 10

Indian Odyssey

Michael Church samples a TES/Leap Poly holiday and finds it a "mind-bending experience" page 13

Against separation

Edie Carver argues that authorities should stop seeing multi-cultural education as a separate curriculum area page 19

Supporting people

Is it time the Centre for Information and Advice on Educational Disadvantage came out of its shell? Caroline Haydon reports page 20

Extra: School visits

Where to go, what to see, how to plan to make the most of school visits of all kinds pages 43-54

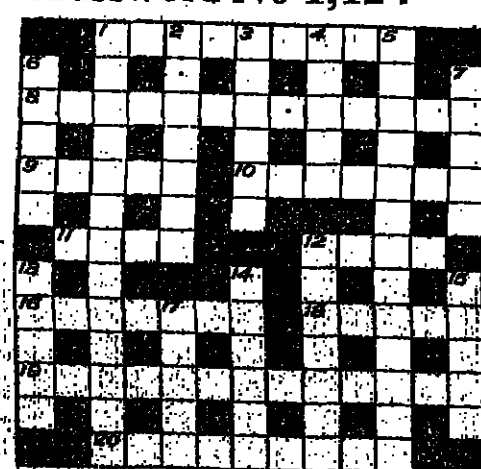
Leaders: 2; Parliament, 6; foreign news, 14, 15; letters, 16, 17; features, multi-cultural education, Centre for Information and Advice on Educational Disadvantage, West coast, 10-21; Books, Joe Benjamin reviews The Child in the City, education, economics, history, Ireland, French texts, children's literature, 23-26; Resources, slide-dissolve systems, Museum of London, 27, 28; Talkback, governor's revolt, 29; Studies, 29; Arts reviews, radio, theatre, programmes for teenagers, Living Language, 94, 95; Break, crossword, maths puzzles, 96.

Classified ad

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We apologise to readers, advertisers and distributors for any inconvenience caused by the shortage in some areas of copies of last week's Times Educational Supplement. This was due to industrial relations problems.

Crossword No 1,124



Across
1 Clinging tremors in the fish (5)
2 Village governing body (6, 7)
3 Permission to take a holiday (5)
4 Foreman that in 19 Humphry created the cost of bread (7)
5 Like Kipling's 20 firmly associated perhaps (9)
6 12 set a 20-a to mark the location (4)
7 16 old god with temple card and a temple (7)
8 Reputedly hard to do in Victorian entertainment (5)
9 Humpty Dumpty could be neither this nor 5 (13)
10 Like Kipling's 20 firmly associated perhaps (9)
11 Like Kipling's 20 firmly associated perhaps (9)

Down

1 No one should be lonely aboard this vessel (13)
2 Sharp practice on the chess board? (7)
3 One prevents a solo performance (6)
4 French centre for holiday travel (5)
5 See 19 (13)
6 Lucie balanced (5)
7 Historical nightingale (5)
8 Member of Bonaparte only close? (7)
9 Such as would make the Queen, the King, the King (5)
10 Takes 10 for a cowboy but (6)
11 Name a queen's heir had to bear (5)
12 Like takes a loss (5)
13 Solution to Puzzle No 1,123

Chess

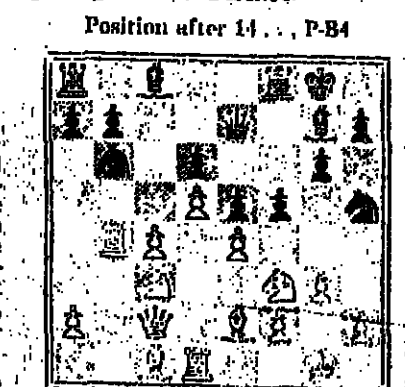
The Queen's Pawn Thrust

In many openings, in particular those in which both White and Black establish formidable pawn chains for attack or defence, one witnesses a struggle for the control of greater space which is culminated by the attacking side advancing a centre pawn, usually the QP, with deadly effect. The advanced pawn acts as a sort of wedge for the major troops, forcing the enemy to retreat. It is noteworthy that this phenomenon occurs equally whether the opening be a King's Pawn (like a Roy Lopez) or a Queen's Pawn (like the Queen's Gambit or like a number of black-side openings against such defences as the King's Indian, the Delayed Benoni and the Grünfeld Defence).

In such games the task of the defending party is much more difficult than that of the attacking side. The defence must find the way to neutralise the position and launching a counter-attack. Neglect of the former may well result in the enemy QP or KP advancing like a juggernaut. Whilst without the latter there is no future in the game for the defending side.

A good example of what may happen—the attempt at counter-attack—is at an end is provided by the following game from the Soviet Championship at Leningrad last year.

White: Dorfman Black: Grigoriy
QP King's Indian Defence.
Position after 14... P-B4



17 N-K3, 18 P-K3, 19 P-K3, 20 P-K3, 21 P-K3, 22 P-K3, 23 P-K3, 24 P-K3, 25 P-K3, 26 P-K3, 27 P-K3, 28 P-K3, 29 P-K3, 30 P-K3, 31 P-K3, 32 P-K3, 33 P-K3, 34 P-K3, 35 P-K3, 36 P-K3, 37 P-K3, 38 P-K3, 39 P-K3, 40 P-K3, 41 P-K3, 42 P-K3, 43 P-K3, 44 P-K3, 45 P-K3, 46 P-K3, 47 P-K3, 48 P-K3, 49 P-K3, 50 P-K3, 51 P-K3, 52 P-K3, 53 P-K3, 54 P-K3, 55 P-K3, 56 P-K3, 57 P-K3, 58 P-K3, 59 P-K3, 60 P-K3, 61 P-K3, 62 P-K3, 63 P-K3, 64 P-K3, 65 P-K3, 66 P-K3, 67 P-K3, 68 P-K3, 69 P-K3, 70 P-K3, 71 P-K3, 72 P-K3, 73 P-K3, 74 P-K3, 75 P-K3, 76 P-K3, 77 P-K3, 78 P-K3, 79 P-K3, 80 P-K3, 81 P-K3, 82 P-K3, 83 P-K3, 84 P-K3, 85 P-K3, 86 P-K3, 87 P-K3, 88 P-K3, 89 P-K3, 90 P-K3, 91 P-K3, 92 P-K3, 93 P-K3, 94 P-K3, 95 P-K3, 96 P-K3, 97 P-K3, 98 P-K3, 99 P-K3, 100 P-K3, 101 P-K3, 102 P-K3, 103 P-K3, 104 P-K3, 105 P-K3, 106 P-K3, 107 P-K3, 108 P-K3, 109 P-K3, 110 P-K3, 111 P-K3, 112 P-K3, 113 P-K3, 114 P-K3, 115 P-K3, 116 P-K3, 117 P-K3, 118 P-K3, 119 P-K3, 120 P-K3, 121 P-K3, 122 P-K3, 123 P-K3, 124 P-K3, 125 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When the law is an ass

Mrs Williams's decision to grant victory to 11 Leicestershire parents in their battle to get their children admitted to Soar Valley School (page 4) serves to underline once again the absurdity of the present legal position.

Small numbers of individuals determined enough to keep their children out of school for many months in defiance of the law can now rely upon the law ultimately to secure them the places they seek. Such is the effect of the law for the interpretation of "unreasonable" handed down in the Tameside case. Local authorities charged with providing education for all may—

as Leicestershire did—make decisions to limit the intake of their schools by one means or another in the interests of good management and so, it is argued, of all the children. In her letter telling Leicestershire of her decision Mrs Williams commends their policy.

If, however, in doing this the authority act with generosity—as Leicestershire did—in not reducing staffing and accommodation exactly in line with lower numbers at intake, they cannot then prove that a small number of extra children will involve excessive expense.

Mrs Williams, no doubt, weighed up the chances of being taken to court by these parents if she decided to uphold the authority and she no doubt also weighed her chances of winning if she did so. They could not be good. Provided only a few parents act in this way,

they are always likely to win. If there were say 30, a whole class of entry, it would be a different matter. In Soar Valley's case there were, last summer, another 150 disappointed families. They—in many cases reluctantly—accepted other places. In doing so they made it possible for those who broke the law to get the prize.

There is general recognition now that as falling rolls begin to affect the secondary schools, local authorities are increasingly going to need the authority to reduce the size of their schools in a planned way and that this needs legislation. Peter Newsam, ILEA's education officer, set out their case in these pages in January.

The trouble is two-fold. First, amending legislation can easily be presented by political opponents as a limitation upon parental choice. But any compensating concession to parents of the kind Mrs Williams has so far suggested meets with opposition in her own party because it seems to jeopardize the comprehensive principle.

Second, there is absolutely no chance of fitting in even the most modest piece of legislation in this Parliamentary session. This means that as cases like Soar Valley multiply—and there are others in the pipeline—the trouble becomes better known. All life chances must be that next September it will be more widely used.

Trial balloon anchored

With the announcement this week that the new, merged, Policy Studies Institute will have an educational unit (page 4), the idea of an independent education think tank takes a step nearer to realization. This idea has developed in parallel with one of the slowest moving handwheels of them all—the idea of a British Brookings.

Some time ago senior policy makers at the DES began to let it be known quietly that they would not be averse to cooperating with some outside body doing the long-term thinking and policy analysis for which their advisers have neither time nor resources. Not only could an independent institute help with under-researched problems, but if they produced a paper, for example, on the long-term implications of demographic trends, it could be more likely than one from the teacher organizations than the far conclusions coming from a government department.

The idea went public in 1976 in evidence to a House of Commons Select Committee, who commended the idea to private foundations with educational policy interests. In a comparatively swift reply the department said they would "sympathetically consider establishing close relations" with such an institute.

Discreet soundings were on in the leading university institutes most likely to form the nucleus of such a venture, prominent among them Lancaster, where Professor Gareth Williams is already heavily involved in DES research projects.

Meanwhile, early in 1976, Professor Ralf Dahrendorf had started a fierce debate about the need for a

new centre for research into Government policies. Generally, the lines of the prestigious Brookings model in the United States. As well as Dahrendorf's LSE (which has now settled for a more limited project on Japanese money), the Social Science Research Council put in a counter-bid to start their own British Brookings that threatened to diminish the funds available for the National Institute for Economic and Social Research and the Royal Institute of International Affairs at Chatham House and also cut a shadow over the slightly less prestigious Centre for Studies in Social Policy and Political and Economic Planning. Now these last two bodies have countered by announcing a merger, launched as the Policy Studies Institute.

It is to this body that Lancaster have now decided to bring their own, they will not, however, share the foundation money backing the PSI and will have to make the usual rounds to back their educational projects. And at present the same question must be asked over both the PSI and the Lancaster unit. Can they be sufficiently independent and intellectually heavy-weight to justify their existence?

Though both Lancaster and the PSI are prepared to discuss fruitfully ideas for future work, the unit must share the dilemma of remaining independent of Government, while relying on it for much of the raw material, and figures essential for realistic policy analysis. The Lancaster unit will have to tread a narrow line between being a pressure group and being thought to be in the pocket of the DES.

Lessons from Headstart

The belief that the American Headstart programme was a failure has been a convenient myth in Britain. It lavish expenditure achieved so few results, surely the launching of modest projects here could hardly be worthwhile?

The Educational Priority Area and Community Development Projects which caught the early idea that Headstart was allowed to die—its "idea must travel on their own legs," said the administrators, and pre-school policy consisted of some expansion of nursery schooling, vague noises about supporting playgrounds, and virtually no attempt to reach under-threes and their parents.

The news that Headstart is alive and well and involves a quarter of a million children (page 5) and that it was saved after the damning Westinghouse report in 1969 by loud parental protests requires reassessment of these comfortable and cheap—

Now that the total expenditure freeze is thawing the Government would do well to look at the American experience again, and learn the model of generous central funds available for local projects, meet clear criteria for community involvement and management seems entirely appropriate both in the pre-school field and in tackling social disadvantages.

TERRY CASEY, General Secretary of the NAS/UWT argues there is more than one good reason for taking a stand on voluntary activities

A Portia for a Shylock



Before the establishment of the wartime school meals service, the school day ran from nine till noon and from 2 to 4 pm. This comfortably accommodated the statutory requirement (still extant) to provide four hours of secular instruction with a good measure for religious instruction. Teachers themselves were relatively well paid, and well thought of by the general public. Parents fed their own young: teachers taught them.

The most salient feature of post-war school life is the enormous accretion of extra-curricular activities. As these developed, the politicians at national level who determine educational policies and the politicians at local level who interpret them lavished praise on the teachers for their unstinted involvement in these voluntary activities. Paradoxically, the more teachers did for their pupils outside the terms of their contracts the more parents came to expect. Teachers do not enjoy relatively good pay any more, and are commonly regarded as having a "soft job" with short hours.

Let me say straight away that the NAS/UWT normally encourages its members to be very generous with their time, even in times of dispute it is hard to get teachers to leave out-of-school activities, because inevitably "it's the pupils who suffer." But the politicians who employ us have been taking these voluntary activities for granted. When we withdraw from them to show some moderate indication of what we feel about their skintight attitudes they howl with holy horror. Is it a crime to cease giving favours, especially when the favours begin to be regarded as obligations? And not merely as "professional obligations" but as contractual conditions of service? When our employers act the part of Shylock they must expect resistance from Portia.

Teachers' pay is determined by a statutory process under the Remuneration of Teachers Act, 1965, which excludes from discussion the number of hours of normal school opening. This ensures that teachers who work for the three hour morning session are paid proportionately more than those who work the shorter afternoon session. But it also establishes that full-time teachers are paid only for the hours of the two part-timers' pay, depending on such things as length of service. All employees serve under a contract of employment. Employment in this context means work in return for pay. If teachers are paid only for the hours of normal school time they cannot be employees of the L.A. outside those hours. Parents have a legal obligation to send their children to school for a specified number of days at the specified hours of the normal school day. The term "school" embraces both pupils and teachers: what is "school" for the pupils is "school" for the teachers—neither more nor less.

In the CLEA/ST conditions of service committee repeated attempts have been made to get teachers to accept that the contractual obligations extend beyond normal school hours. Some teachers' unions seem to accept this. But I have argued that the trade union doctrine of *status quo* obtains: unless and until our employers make a quid

pro quo deal with us, the NAS/UWT will resolutely defend teachers' freedom to withdraw from all out-of-school activities.

The chairman of CLEA, who I had some strong arguments with and withdrew the formula about teachers' day to which I objected. But trade union arguments are usually more effective than quasi-legal ones. Stopping voluntary activities—even for a short time—has sanctions about as attractive as a bird with a broken wing. The Government has accepted the committee's recommendation for head teachers to stop landowners from putting them into their property rights to go by default. The exercise preserves the inequitable aspect of the law contract is that voluntary activities may be converted into contractual obligations by becoming integral terms of contract. Quite apart from this, where employers give service beyond the terms of the original contract, so that the employer comes to "expect" the employee comes to "accept" the new situation. It has implications for teachers' voluntary activities.

This Inland Revenue recently told us whether or not to "reimburse" teachers' expenses, incurred through out-of-school activities, as earned income under Schedule E. They listed all the possible forms of out-of-school activities ranging from pre-term staff bursars to sports and drama parties. They asked us to "state" of these duties there is no question for the teacher to attend at for which he would not be regarded by the employer as being in breach of contract if he does not undertake them or attend them.

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A few years ago we responded to Lord Alexander's remark, made at a teachers' conference, that "teachers have short hours and long holidays" by pointing out that teachers' hours are stretched thin enough to enable them to undertake their duties out of school hours.

Whatever the outcome of the dispute, we must not put our heads in the sand. The CLEA/ST conditions of service must be made to reflect the reality that teachers are paid for their normal school hours. Some teachers' unions seem to accept this. But I have argued that the trade union doctrine of *status quo* obtains: unless and until our employers make a quid

Letters to the Editor

Meals' boycott: too much to lose

Sir,—Last year, as NUT representative in an Oxfordshire school, I took an active part in the boycott of lunch-time supervision. Many of us were reluctant to take this step, but we knew would inconvenience parents. I was particularly worried by the fact that the boycott would affect the children in the short term. We carried out our union's instructions only after we had fully satisfied that every parent of a child in the school would be able to support the boycott and that this form of action was the only way we could demand that the school authorities should be particularly intransigent and insensitive council how deeply

we felt about its proposed cuts. We were concerned not just with protecting the position of teachers, but also with the long term interests of the children we taught. On this basis we were able to enlist support and cooperation from those hardest hit by our action: the parents.

It is therefore particularly sad to read that the NUT are using the same tactics on an issue which only involves teachers' self-interest and is anyway of a paltry nature, at a time when arbitration is still possible.

Our action last year resulted in some gains, although hardly the major victory which the NUT

claimed). But the costs in terms of strained relationships—not with the council, for those were not strained to breaking point, but with parents and other teachers—were considerable. I would urge teachers not to take the same action again in the most extreme circumstances.

CHRISTOPHER SCHENK
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More letters pages 16, 17

Maths as she is used: what inquiry will look for

The Government is to set up a special inquiry into the teaching of mathematics in primary and secondary schools. It will look particularly at the way the subject is taught and at the way the mathematical curriculum matches up with the skills required for further education, employment and adult life in general.

Mrs Shirley Williams, the Education Secretary, announced this in a speech to the House of Commons last week when she presented the Government's reply to the Select Committee of MPs who reported on the achievements of voluntary activities last September. The Government has accepted the committee's recommendation for head teachers to stop landowners from putting them into their property rights to go by default. The exercise preserves the inequitable aspect of the law contract is that voluntary activities may be converted into contractual obligations by becoming integral terms of contract. Quite apart from this, where employers give service beyond the terms of the original contract, so that the employer comes to "expect" the employee comes to "accept" the new situation. It has implications for teachers' voluntary activities.

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This was already stated in the Green Paper issued last July and was reflected in the work of the Assessment of Performance Unit and Her Majesty's Inspectorate. "But the Government recognizes that this present work will not cover all the issues to which the committee has drawn attention and has decided an inquiry, held in the promise of making a valuable contribution to the future development of mathematical education."

Mrs Williams told Parliament that she hoped to announce the inquiry's membership, chairman and terms of reference shortly. On the committee recommendation that employers should review the mathematical requirements of various jobs, the White Paper says this "is one of the matters to be examined in the course of the inquiry into the teaching of mathematics."

The DES reply to most of the other recommendations is either that they are matters for local authorities or that they are matters for local authorities.

The inquiry will look for the way the subject is taught and at the way the mathematical curriculum matches up with the skills required for further education, employment and adult life in general.

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Report by Bob Doe

authorities or that the Government has either already commented on them in the Green Paper, started discussions on them, or raised queries about them through the curriculum review, the questionnaire sent out to all local authorities last December.

It is therefore not possible to offer a definitive response at present to many important issues raised by the committee; this must await the outcome of current initiatives.

The Government's full response, particularly in relation to curriculum and examination matters, will emerge over the next few years.

The Government's Green Paper has already rejected the committee's call for all local authorities to test reading and mathematics vision. Most of the primary schooling and mid-way through the fourth year of secondary schooling. Instead

John Crawford, chief education officer, asked heads to keep their schools open and recruit parents and senior pupils to help "police" the playgrounds. Teachers leaders agreed to a three-day cooling-off period. About 300 pupils marched out of Tothill School, Basingstoke, carrying placards proclaiming "No dinner, No school", and 10 pupils were suspended for three days from Shirebrook Comprehensive, in Mansfield, after an anti-teacher demonstration on the tennis courts. Pupils who bursted the way as teachers returned to a Sheffield school after lunch were protesting that they had been locked out until afternoon classes began. In the West Midlands more than 700 children had demonstrated out-

side the Aldridge Comprehensive School, Staffordshire, for 40 minutes before police with dogs restored order. Striking schoolchildren terrified a woman shopkeeper when they stormed her "luck shop" on Tuesday. Between 40 and 50 chanting teenage pupils burst into the sweet shop in Mexborough, York, and started smashing bottles. At Peveril School, Nottingham, a teacher was injured while trying to disperse 200 striking children.

And in Ashington, Northumberland, children staged a demonstration and stoned two cars. They were protesting at the cancellation of their lunchtime leisure activities. The National Union of School Students disclaimed any responsibility for pupils' demonstrations.

Government observations on the youth report of the expenditure committee Cmd 7124 HMSO price 35p.

Pupils take lunch row on to the streets

Walk-outs or sit-ins by secondary school pupils were reported this week from Birmingham, Nottingham, Northumberland, Staffordshire, and Yorkshire, as the teachers' industrial action spread.

In Birmingham, senior pupils spent Monday night behind barbed wire in a second-floor classroom at Highgate School demanding that teachers resume lunchtime supervision. Most of the 300 children from six schools in the Yardley area marched with banners to the city education offices to protest about being locked out during the lunch break.

About a third of the city's 500 schools were closed because of the teachers' action. On Wednesday Mr

John Crawford, chief education officer, asked heads to keep their schools open and recruit parents and senior pupils to help "police" the playgrounds. Teachers leaders agreed to a three-day cooling-off period. About 300 pupils marched out of Tothill School, Basingstoke, carrying placards proclaiming "No dinner, No school", and 10 pupils were suspended for three days from Shirebrook Comprehensive, in Mansfield, after an anti-teacher demonstration on the tennis courts. Pupils who bursted the way as teachers returned to a Sheffield school after lunch were protesting that they had been locked out until afternoon classes began. In the West Midlands more than 700 children had demonstrated out-

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Courses will last four years, Schools Council warned

N and F level exams, as proposed by the Schools Council, could mean four-year degree courses, say professors in a series of reports published this week by the Standing Conference on University Entrance (SCUE).

The council wants to broaden the sixth-form curriculum by replacing three A levels by three N and two F level subjects. N levels, which would require about half the time now given to an A level, would be the only requirement for university entrance.

Many university teachers say, however, that it would not be possible to teach students enough about some subjects in such a six-form course or to stretch them enough intellectually to enable them to undertake university courses.

The report by the Standing Conference of Professors of Physics says that the minimum core of knowledge required by any student taking a physics course, or any subject in which physics is important, the engineering or medicine.

They say, would take approximately 50 per cent of the time needed for an A level. It would, in itself, represent a broad course in physics, and covering these minimum

many heads in its ranks who would also be hit if this claim was dropped. Mr David Hart, general secretary-elect of the NAUT, said this week that he thought his members were going to be sold out. "We have all along been suspicious that a deal based on the assumption which the NUT and NAS-UWT accepted a revised offer and dropped the correction of heads' and deputy heads' salaries."

"We will press for arbitration rather than be a party to some deal which gets the unions off the sanctions book."

Dons sound N and F alarm bells

physics and maths as their two F level subjects, completely defeat the intention behind N and F levels of allowing students to defer subject specialization.

But to insist on these two subjects at F level would mean that not enough students would be eligible for the courses and all but the most prestigious courses would have to abandon the idea.

To avoid longer university courses but, at the same time, to maintain their standards, an alternative to the N and F proposals must be found, the physicists say.

They suggest instead three subjects, each equivalent to 70 per cent of an A level with two equivalent to 45 per cent; five equal subjects, each equivalent to 70 per cent or four subjects, each equivalent to 75 per cent of an A level.

A common core of essential sixth-form physics should be worked out by school and university teachers whether or not A levels are eventually replaced.

A report from the Chemical Society concludes, like an earlier one from mathematics dons, that the essential core of the subject at the sixth-form level could only be covered by an F level, under the N and F level system—and even then only just, given the immense amount of practical work involved. The report on English, compiled from contributions from various university English departments, says that even if they accepted only students with an F level in English, four year degree courses would be necessary. They found if these would be "politically feasible".

The report criticizes two of the three N and F level syllabuses put up by the Schools Council. These, it says, represent "both a reduction of standards and in some respects a change of the kind of work required in those seeking to read English."

The third syllabus they reject out of hand as not suitable for preparation for university work.

If more subjects have to be taken in the sixth form the English professors want four instead of five, with two taken at the present A level and two at the proposed N level.

The paper on the minimum requirements for French degree courses makes no comment on the N and F proposals. Professor J. C. Ireson, chairman of the Association of University French Professors, who drew it up, said this week that he believed it would be possible to include the minimum core in a carefully designed N level course in French.

Pay offer

On page 1
colleague if there is no
the pay dispute.
The National Union of Teachers
suspending its standing orders on
first day of its conference in
Liverpool, a week on Saturday
a general secretary, Frank Jarvis
to decide whether to extend, terminate
or continue its action.

On the other hand, the National
Association of Head Teachers will
move to drop
part of the claim which affects
members. And the NUT has

Geography 14-18

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For an inspection copy of Teachers' Notes please write to:
Section 4C, Publicity Dept., Macmillan Education
Houndmills, Basingstoke, Hants RG21 2XS.

MACMILLAN EDUCATION

Reports by Alan

Jubilee Scholarships

Ex-prisoners form gang to study for their O and A levels

by Lucy Hodges

In a down-at-heel terraced house in the wrong part of Cambridge, a group of ex-offenders are studying for their O and A levels.

They are members of a project conceived by a former prisoner who made it from Dartmoor to Trinity Hall, Cambridge, by studying in prison. He also wrote a book on his experience, *Dartmoor to Cambridge*.

Although Doug Curtis did it by himself he realized how difficult it would be for the less capable and less confident ex-offender to manipulate the system. And even he owed his success to two or three people who were prepared to move heaven and earth to make sure he got into Cambridge.

The education project, run voluntarily by the National Association for the Care and Rehabilitation of Offenders, eventually came into being in 1974. It was aimed at plugging a gap in the education and prison services, and thereby helping ex-convicts build up new lives.

The prison service is taking education for inmates much more seriously than it used to but it cannot follow it up, so that many prisoners do not finish their courses. No one, of course, knows the exact numbers because no one collects any figures.

The education service, in its turn, cannot give ex-convicts the support necessary if they are to break back from the history of educational failure into the system. They need help with getting onto courses and finding somewhere to live, as well as the knowledge that someone at least has confidence in them.

This is the kind of disinterested mothering that NACRO Education provides. The first part of the project is the National Education Advisory Service which works out

what students need, gives them information and helps them get places and grants. In its first three years the service handled 450 cases and got students into a whole range of colleges.

It persuaded the Quaker Trust, for example, to fund an MA student at Lancaster who could not get an SSRG grant because he had a general rather than an honours degree from the Open University.

The second part of the project is the student group living in the terraced house in Elizabeth Way, Cambridge. It can take up to 10 students in beds at any one time and is run permanently by Mike Warden, who was once an education officer in Pontonville. He is helped by Howard Moseley, a classics on secondment from Elm, and also two part-time teachers funded by a Job Creation project.

Anyone over 16 who has recently come out of a prison institution, who expects to be released, or who is serving a non-custodial sentence can apply. No qualifications are needed. At present there are 15 men and three women studying there with an average age of about 22 or 23. Some of them live out in the town.

Magistrates have been persuaded to send offenders to the project rather than to prison, which NACRO welcomes in its efforts to change the way offenders are dealt with.

But though the project is working well now it has had a chequered history. The initial idea was that NACRO Education would provide the young people with a place to eat and sleep and give them emotional support, but they would go to the technical college down the road for their studies.

It did not work. Only about a third survived at the tech, and the others dropped out, mainly because their lives were not structured enough. NACRO had to rethink its strategy and came up with the idea of putting the students on to correspondence courses—during the latter part of the first year—and most of the second year—so that they could work from the house and get help from Mike Warden.

This worked slightly better at first, Mike Warden said, but things deteriorated badly during the academic year 1975-76. Ten students were sent back to prison—the only ones before or since who have been given further sentences.

Mike Warden was running the project single-handed at the time and the students were particularly difficult. Since 1976, when Howard Moseley arrived, it got easier and the work could be shared.

The selection procedure has been tightened up, and now there are fewer further offences and a better academic and job success rate. A-level courses are run at the unit, students are taught in small groups and they have a weekly tutorial to talk over their problems.

Last year three students went on to higher education: to Trent Polytechnic, to Nottingham University and an HND course at Cambridge Tech. Three got jobs: working for a wine merchant, as an insurance clerk and as an industrial cleaner. Out of 44 people who have been through the project, 15 have gone on to further study and 10 into employment.

The budget is £54,000 and the educational costs have been mainly met through charitable organizations. But the funds are due to run out in July and NACRO Education is hoping that the Home Office will agree to extend the grant. It is also hoping to find other ways of meeting the educational and training needs of ex-convicts. But in the short term this project provides a useful example of what can be done.

No jobs and no promotion without tests—Dr Boyson

by Owen Surridge

Nobody should be given a teaching post without being seen in action in a classroom by the appointing body and no teacher should be promoted from one school to another without passing a similar test of competence, Dr Rhodes Boyson, Conservative education spokesman, said on Sunday.

Addressing a meeting in London of the National Council for Educational Standards, he called for more inspection by HMIs, national examinations at seven, 11 and 15, and a check on the attendance figures claimed by some schools. An examination taken at 15 which would allow successful pupils to leave was also needed, he said.

Candidates for a job should be given a class, half an hour to prepare a lesson then told to go in and teach it.

Teachers' work should be subject to checks and salary increases should be linked to teaching competence. "I want to see teachers properly paid but on the basis that the next salary increase must be tied to professional competence. There must be a test."

Advocating a more active force of HMIs, he said: "There are fewer HMIs going into schools now than ever before in English educational history. We want a critical assessment of what is happening in schools." Simple tests should be applied to check pupils' progress at the ages of seven, 11 and 15 and inspectors should go into any school fulfilling short.

He also called for an onslaught on truancy, claiming that absence rates were far higher than registers revealed. "It would be a good idea to seal off schools suspected and check the all children marked in were actually present in the classrooms."

Dr Boyson derided the supposed difficulty of settling on a common core curriculum. A dozen teachers could settle that in an afternoon, he said. "The common core curriculum was a common-sense idea. What parents needed was an assurance that all children without brain damage could be provided with a common strand of basic knowledge wherever their children went to school. And I don't mind progressive schools providing that for their pupils."

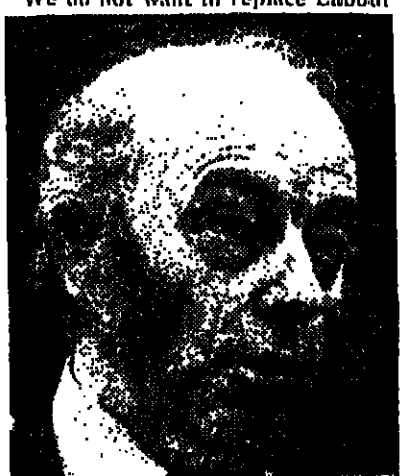
Advocating a school-leaving examination between the ages of 15 and 16, Dr Boyson said what was needed was a Certificate of Adult Competence, based on a syllabus drawn up by teachers. "The point would be to let young people know they are to be let loose on the adult world."

"It would be a sort of initiation

ceremony. If they do not pass then should have two people at one for it and one again."

Employers were already turning away school-leavers and choosing housewives in preference because the youngsters were too often ill-educated, ill-mannered and poorly groomed.

Dr Boyson said a future Conservative government would give more parental choice of schools by giving the educational voucher scheme a trial run. But he would not insist on a return to the grammar school. "We do not want to replace Labour



Rhodes Boyson: "Salary increases must be tied to professional competence."

Professor Julius Gould of Birmingham University, author of *Attack on Higher Education*, said that the choice was the only way to protect schools from the Marxist infiltration of the education system.

Professor Brian Cox of Manchester University attacked claims made for mixed ability teaching. "They say this will raise standards and they have produced 'evidence', but a great deal of the impetus behind it is really an attempt to change attitudes to authority and to stress individual values rather than those of the school."

Mixed ability teaching could be very dangerous in that it obscured reality. Referring to the Banbury Inquiry on mixed ability teaching, he said: "I am attacking all pieces of research in which the prejudices of individuals not into the result, where ideas have so invaded their minds and emotions that they do not know what they are doing. Any

inquiry into mixed ability teaching should have two people at one for it and one again."

He said that although mixed ability teaching was a necessary part of the long term the only way to help disadvantaged children is to help them to improve their own ability to learn.

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More hope in money, study says

by Lucy Hodges

A schoolmaster who five years ago started arranging jobs for pupils to fill in his sixth formers' time between school and university is now receiving applications at the rate of 1,000 a year.

Mr Peter Willey, senior master at Wellington College, Berkshire, said this week that the organization GAP, which he founded to operate the scheme, last year placed about 500 young people overseas for nine months or a year.

"At first we were dealing with a few schools in the independent sector but over 50 per cent of last year's youngsters were from multi-tenured schools."

Mr Willey said he would shortly be approaching the Department of Education and Science for help with expenses. Work experience before going to college was now regarded as educationally desirable, he pointed out, yet GAP, which was given charitable status last year, still had to manage with only one full-time secretary and some part-time help.

Over 60 schools are members of the organization and pay £30 a year each, but any job placements not

Leavers queue to join foreign jobs scheme

by Bert Lodge

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Over 60 schools are members of the organization and pay £30 a year each, but any job placements not

taken up by member schools are made available to any suitably qualified school-leaver.

Three GAP scholarships were announced this week. Lady Elizabeth Kirk, widow of Sir Peter Kirk, leader of the Conservative group at the European parliament until his death last year, said the scholarships would be financed from the Peter Kirk Memorial Fund.

Most of the overseas jobs are still in Europe but since GAP started young people have worked on the Alaskan pipeline, on cable stations in Australia and on newspapers in Iran. One student founded a hospital on an island in the Bay of Bengal while waiting to read medicine at Oxford.

Now that Voluntary Service Overseas concentrated exclusively on graduates, there were few organizations for the school leaver, Mr Willey remarked.

In order to facilitate finding jobs abroad reciprocal schemes for placing foreign students are being arranged.

Further information: Mr Peter Willey, GAP Activity Projects, Wellington College, Crumhorn, Berks.

Proposals 'jargon-ridden' and 'vague' say scientists

by Bob Doe

Assessment of Performance Unit proposals for testing scientific development have been dismissed by the Institute of Physics as too vague, threatening and jargon ridden.

Although the confidence of teachers is vital to the success of the unit's work, they are being kept in the dark about what is to happen, the institute says.

It thus told Mr D. T. E. Majoram, HMI head of the unit, that the recent discussion paper on the assessment of scientific development put out by the unit had not helped. Its distribution was patchy and it left out the important facts about how testing would be organized, what the long term objectives were and what action would result from the tests.

Misgiving and mistrust about the unit may develop. Teachers feel the work is not what it was represented to be. It is dominated by the Department of Education and Science and has little relevance.

The more existence of the monitoring system as envisaged will lead to uniformity in schools throughout

the country, and is likely to arouse much hostility.

References to any action that would be taken as a result of it were "vague in the extreme". There would apparently be no attempt to investigate the effect on performance of variables like streaming, mixed ability teaching, school resources, staff turnover, home background or ethnic origin.

"We are well aware," says the institute, "that out of these are delicate issues and difficult to investigate. It may be that they are to be investigated but that there is reluctance to say so in public." If these issues are to be avoided, a golden opportunity is being wasted.

The unit gave no explanation of what was meant by under-achievement, it says. If it were to be related to some kind of hypothetical potential, how was that to be established? If, on the other hand, it was relative to some norm, how was that going to be established?

The use of "esoteric jargon" like matrix sampling was "unfortunate" in a document that was intended to create good will and establish confidence.

WHAT'S NEW?

Easter Previews

29th March 1978

Programmes for Pupils in the Middle Years

- 9.30 A place to live 8-11
- Wings over the pond
- 9.50 How we used to live 8-12
- How we used to live 8-12
- 10.10 Look around 10-11
- 10.30 The living body 11-14
- 10.45 Living and growing 10-13

30th March 1978

Programmes for Secondary Schools and Colleges

- 9.30 French Studies 13-16
- At Taval: Un Coup de Soleil
- 9.50 The messengers 14-18
- 10.15 The English programme 14-18
- 10.45 Making a Living 14-18

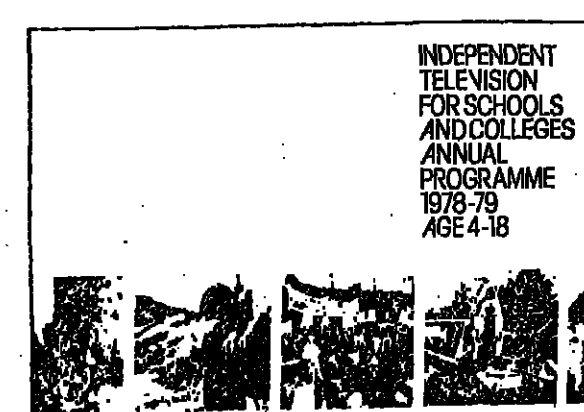
ITV will be previewing future television series from Tuesday 28th March to Thursday 30th March, beginning at 9.30 a.m. each day.

28th March 1978

Programmes for Infant and Lower Junior Schools

- 9.30 My world: stories 4-6
- 9.40 Seeing and doing about 6
- 9.50 Leapfrog 7-9
- 10.10 Local stories
- 10.30 Time to think 14-16
- 10.45 History around you 8-11
- 11.15 About Wales 10-13
- 11.30 Let's look at Ulster 10-13

Annual Programme Booklet for Schools and Colleges 1978/79



The new ITV Annual programme booklet is now in your school. Make sure you see it. It gives transmission times and details of all ITV programmes for schools and colleges available in your region for all three terms during 1978/79.

You will see that many established series continue. In addition, there are some new developments. For primary schools, Leapfrog 7-9 (a new mathematical magazine), Music round 10-13, and Writers' workshop 9-12 will all be shown

throughout the year and Writers' workshop will include About books (five new programmes aimed at encouraging reading). There will also be a new series of How we used to live 8-12 set in the Victorian era.

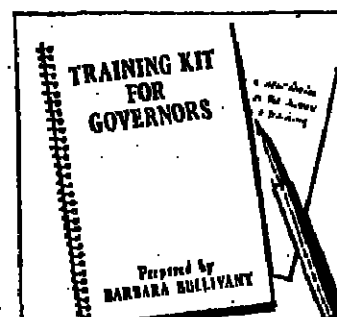
New developments in programmes for secondary schools and colleges include Watch your language! a new English series for age 12 and 13 exploring areas of language use which pupils have experienced themselves. Among the series now shown in all three terms are French studies 13-16, The English programme 14-18, Making a Living 14-18 (a new series dealing, broadly, with the transition from full-time education to adult life), and Experiment (A-level chemistry, biology and physics). There are also local series of regional interest transmitted in certain areas.

Publications To ensure prompt delivery for the autumn term make sure your school's 1978/79 ITV order form reaches your local ITV company by May 1st 1978. A termly wallet chart giving transmission details of all series will be sent to schools, free of charge, at the start of each term.

For details of the full range of programmes for 1978/79 consult the Annual programme booklet. For further information about the ITV service for schools and colleges please contact the Education Officer of your local ITV company.

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Mrs Benn claims right wing intervention

A Labour Party group headed by Mrs Caroline Benn, wife of the Energy Secretary, Mr Tony Benn, claimed last week that there was evidence of escalating right-wing intervention in schools, colleges and universities.

Mrs Benn, who is president of the Socialist Educational Association, made the allegation in the journal *Socialism and Education*. The journal documents six case histories, which it claims involve attacks on Labour Party members or upon traditional socialist ideas.

The case histories include: a "curb" on "extraneous" elements; but the cases showed that it was mainstream Labour members or those with no political commitment who were being subjected to pressure.

● A Special Branch visit to Oakdale Community College, South Wales, to investigate a course teaching William Morris, Karl Marx, and other 19th century writers.

● Unofficial blacking by Conservatives to prevent an elected member of Avon Education Committee taking her seat.

● A full scale inquiry by a local authority into a comprehensive school's personnel department after an original complaint by the local National Front.

The article also refers to Professor Julius Gould's "attack on higher education".



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People

High Faillie, of Jordanhill College of Education, is to be chairman of the Scottish Council for Research in Education.

Mr J. B. Pelling, deputy director, to be director of education in the London Borough of Newham.

Mr Peter Saville, formerly chief psychologist and manager of the department at the National Institute for Research in Education, to be test consultant at Soughton Educational.

Mr K. E. Jones, of Goldsmiths College, to be head of Welbourn CE School, Lincolnshire.

Mr C. Phillips, a housemaster at St Edmund's School, Godalming, to be head of St Edmund's School, Godalming.

Mr R. E. W. Page, acting vice-chancellor of Reading University, to be vice-chancellor of the University of Reading.

Mr T. B. Benjamin, director of field mechanics research institute at Essex University, to the chair of natural philosophy, Essex.

Mr R. E. Southwood, head of the department of zoology at the University of London, to the chair of zoology, University of London.

Mr Ray Rees, senior lecturer at City College, London, to be the chair of economics at City College, London.

Mr Lehmman, former managing director of the European Council of Schools, to be the chair of the European Council of Schools.

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LETTERS

Dole study: a tangled tale

Sir,—Mark Jackson ("Full-time study on the dole founders", February 24) is, I am afraid unwittingly and in some respects dangerously misleading in his report on the L.E.A.'s "failure" to take advantage of the relaxation of DHSS rules governing attendance on college courses.

Firstly—and perhaps least important—the record ought to be put straight. Much pioneering work in this field has been done in Liverpool. Not only has Liverpool L.E.A. not failed to exploit the relaxation of DHSS rules, it can reasonably regard their relaxation as legitimizing the practices of its colleges.

More important than this are the reservations I feel about the tone of your report and the expectations it will create in the minds of those with little or no experience of this work.

For example, the new DHSS formula is in some respects at least as difficult to interpret as its predecessors. Officers are required where the course leads to a recognized qualification (e.g. GCE) to take "particular care" especially in the case of a very recent school leaver, in deciding whether the claimant is genuinely interested in getting work, and is prepared to leave the course at once if suitable work becomes available, even if this should happen just before examinations.

I would expect such a judgment to be profoundly difficult to make, and the reality has confirmed my expectation.

Responses to recent applications still seem in practice to be as

numerous as the social security officers making them. Apparently genuine cases are turned down, even when they go to appeal. At the other extreme, we have had several recent cases where students have been permitted in mid-session to drop sufficient hours from their full-time course to qualify under the 21-hour rule, even though their aspiration still is to enter higher education next year.

My second major concern is that the mixture of admission and encouragement permeating your report will encourage colleges to make unrealistic provisions, and to have unrealistic expectations of a kind which our experience has done a lot to dispel.

For example colleges are unlikely to find that they can regard such students as being full-time students for statistical purposes even if they may be attending all the formal classes on a recognized full-time course. (Liverpool does not allow this—correctly in my view—and I should be surprised if the DES would.) Most college staff will realize the implications of this for the points "credit" derived from such courses.

Nor do such students, in my experience, behave as full-time students. Though there are honourable exceptions, in general such students have a high drop-out rate, and those who "survive" to take their examinations have a much lower pass rate. This means, in practice, that courses exclusive to such students are difficult to mount and disappointing to run. If the course does lead to a recognized qualification "copping up" is virtually impossible after the first few weeks. Thereafter the effect of jobs becoming available (which students cannot refuse), and natural wastage from other causes, will be

to reduce a healthy class to a demoralized, and demoralizing, ghost long before the session ends. I have deep professional reservations about encouraging such part-time students attending a full-time course to believe that they will have the same educational experience as a genuine full-time student. In practice what is sacrificed is a genuine full-time course to make it comply with the 21-hour rule is a vital part of the student's experience. I refer to general studies; sport, extra-curricular and students' union activity; regular contact with personal and course tutors, careers advisers, etc.

In addition the part-time student cannot be controlled in his behaviour as full-time students can. If he chooses to attend irregularly or not at all, nor to do course or home-work or assignments, colleges will find their constitution offers them no means other than exhortation to stop the rot. In one respect at least I agree entirely with Mark Jackson. This college already has 16 to 18-year-old students following very similar academic programmes and often sitting in the same classes, who receive the TSA course rate, or unemployment benefit, or a small junior award or no award at all. These anomalies make no sense to the student, and I can't make a rational defence of them. The introduction of Holland programmes in September will exacerbate matters even further. I suggest that when colleges experience the effects for themselves they will join the lobby of "trade unions and other organizations" pressing for sensible reform. J. P. BOND, Principal, Childwall Hall FR College, Liverpool.

Jobs in factories—what the platitudes can't hide

Sir,—George Walker's article ("More meaningfully employed?", January 27) provides yet another example of the currently fashionable platitudes being trotted out in connexion with the relationship between industry and education. In it he repeats the currently fashionable solutions: a more vocationally orientated curriculum, work experience schemes, secondment into employment, closer connections between schools and industry, and he would want to work with the junior minister who recently proposed: "I want shop stewards in the classroom."

How long can we ignore the possibility which stares us in the face: that jobs in factories might in fact be demoralizing, boring, grinding, boring and less rewarding, and that when we have reorganized the educational system, redesigned the curriculum and filled the classrooms to the brim with visiting managers and shop stewards, that people will

still go out, compare job opportunities and quite rationally still choose industry. The National Youth Bureau's recent report "Youth into Industry", a study of young apprentices in industry, found that the expectations that industrial work is boring and repetitive, were broadly confirmed. The report concludes: "The engagement as effectively to frustrate the implementation of Section 10 of the Education Act, 1976, which provides for this as the norm."

In our view this cannot be right. It is one thing to insist on adequate standards of special provision for the handicapped child in the ordinary school so that he has the facilities he needs to learn and participate there on equal terms with his unhandicapped contemporaries—something which integration is surely another to be down standards which turn integration into a distant ideal wholly incapable of realization.

As the Secretary of State has himself made plain, Section 10 of the Education Act, 1976, and the acceptance of the trend towards integration which has been evident over the last 25 years, and it can now be for a committee to try and subvert fundamental policy decisions which survive after prolonged debate at national level.

The great weight of evidence suggests that integration is already a practical proposition for many kinds of handicapped children, even in conditions falling far short of those which all of us would like to see—a conclusion which is reinforced by the thorough and carefully documented comparisons of the London University Institute of Education—and the first priority must now be to make a best use of the business of staffing the resources of the social treatment and support of handicapped children, which have for so long been almost exclusively concentrated in the special schools, more and more ordinary schools, so that real substance may be for the first time begin to be given to the commitment evinced in Section 10, and many more children than heretofore enabled to enjoy the benefits of integration.

No one supposes that integration can become the instant overnight. Indeed, the Snowdon Committee recently spoke in terms of its planned introduction over the next 10 years. But if that process is not to get under way and a start made in resolving the problems which undoubtedly exist, it is absolutely essential in our view that Section 10 be activated without further delay. If we wait to proclaim the

Miracle of the fish and chips

Sir,—I have always been a firm advocate of applying mathematics to solve "real-life" problems, in fact it is probably the only justification for the majority of us spending so much school time on this subject.

However in the second example of the APU Monitoring Mathematics (February 24)—a girl went to a fish and chip shop and bought seven fish and chip suppers (which each cost £1.10 and £1.20 but she could not remember exactly what, she said, "I remember it came to the odd half penny. How much did she pay?"—a genuine "real-life" problem for 1978, or even 1977?

At 16p for a fish and chip supper it is no wonder the girl couldn't remember exactly what she paid, for she would have rushed out of the shop pleased and amazed at her bargain.

Would the APU be prepared to also perform the services of a food wholesaler and inform all its poor and hungry readers, and maybe even the school meals service, the exact whereabouts of this cut-price fish and chip shop?

JACK BAKER, Headteacher, Dartmouth County Primary, Milton Lane, Dartmouth, Devon.



Ours not to change the world

Sir,—While welcoming discussion about the conclusions reached by the North West regional section of the Association for the Study of the Curriculum (Brack, February 3), we should not like it to be thought that the association wants to exert pressure to make particular changes in the school curriculum.

The central purposes of the association are to bring together people working in different educational contexts in a creative discussion of curriculum issues as these concern them, and to be responsive to changes in these issues so that no particular view of curriculum matters should predominate. These are illustrated by our 1978 conference at Brighton. The theme is "The Curriculum and the Needs

of Society", and many different views will be aired on many aspects of this, but we are not aiming to reach a consensus. We do not, as an association, make a specific line on curriculum matters.

One last point, as an aside, is that I think any member of a regional section or group of the association would be surprised to learn from your article that one person was "running" the group. I do not think any one person could survive the experience in addition to his full-time work. Our structure is a democratic one, and our activities are made possible by elected representatives sharing the necessary tasks. TERRY BROWN, Honorary Secretary, Association for the Study of the Curriculum.

Sorry, could you say that again?

Sir,—With reference to your report (February 24) of a four year survey by the NFER as showing that secondary teachers' work slightly longer than those in junior schools. On page nine of the same issue you report on a conference at which a retired H.M.I. making a plea for a better deal for primary school teachers said, "The average primary school teacher is over-burdened with

work, while the secondary teacher has the equivalent of a day off every week." No comment. Yours faithfully, M. A. B. HARRISON, Headmaster, Monica Dyke High School, Loughborough, Leicestershire.

The help disabled don't need

Sir,—We have been greatly disappointed in recent months to read reports which suggested that the Warlock Committee on the Education of Handicapped Children is to be set up into ordinary schools so that the handicapped child is not segregated as effectively to frustrate the implementation of Section 10 of the Education Act, 1976, which provides for this as the norm.

In our view this cannot be right. It is one thing to insist on adequate standards of special provision for the handicapped child in the ordinary school so that he has the facilities he needs to learn and participate there on equal terms with his unhandicapped contemporaries—something which integration is surely another to be down standards which turn integration into a distant ideal wholly incapable of realization.

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I'm a head, not a medium...

Sir,—A form (CH(A)297D(TO)) has arrived at my home concerning the child benefit Act in relation to my son who is 15 years old. It asks how long I expect my son to remain at school, college or university and which examinations he is expected to sit. There is space to indicate CSEs, O levels, A levels.

I am a secondary school headmaster, not a clairvoyant. How can I expect to know at this stage which examinations he will sit at 16-plus? How can I tell whether or not he will go on to A levels or a degree? What does the Department of Social Security want to know when examinations parents think their offspring will take? Is it to give us underemployed heads more work to do answering parents' queries? What shall we advise? All pupils go on for O level, and CSE or some running out to be CSE? And what will the DHSS do with these forms if we advise wrongly? I could tell them. EDWARDS, Clarendon Way, Clarendon, Surrey.

History project lives

Sir,—I feel impelled to correct some of John Gulsan's pronouncements about the present status and future of the School Council Project History 13-16 (February 10). Contrary to Mr Gulsan's assertions History 13-16 has not been disbanded. Its research and materials production phase terminated in August 1977 but a programme of development, dissemination and support is scheduled to continue until March 1981.

In addition, publication of these evaluation data considered most useful to existing and prospective users of the project is expected during 1978.

Second, while conceding that the "What is History?" unit is selling well, Mr Gulsan concludes that the influence of History 13-16 has been limited. This judgment appears to be founded upon the extent of project take-up among Co Durham schools of his acquaintance. Perhaps this is too restricted a survey to sustain so comprehensive a verdict?

Judging by the national rate of growth in exam entry for History 13-16, project take-up is increasing at a greater rate than could have been expected in view of the high cost of materials and the current state of financial stringency. And existing take-up is only the tip of the iceberg.

Third, I am puzzled by Mr Gulsan's conclusion to the effect that "History 13-16 has provided a valuable stimulus but the work of changing the curriculum has hardly begun". In point of fact, the career of History 13-16 has hardly begun! The first non-experimental exams are scheduled for the coming summer and some materials have yet to be published. Summative judgments upon project influence must wait for at least a decade.

Finally, Mr Gulsan questions the capacity of national projects to "re-appraise and revolutionize something as complex as the curriculum of an individual subject". I suggest that under the existing educational dispensation such a role has not been and cannot be claimed for a national project. History 13-16, for example, was more of a "response" to grass-roots pressure for change than it was a "stimulus" injected from above.

DENIS SHEMLIT, Evaluator, History 13-16.



commitments of integration until all the problems have first been solved, nothing will ever get done. When Parliament was asked to appoint the day for the coming into force of the section, an assurance was given that this would not be a prescription for delay and we would ask the Secretary of State now to be as good as her word.

All that advocates of integration seek to do is to make a reality of an ideal to which everyone subscribes. They do not say that integration necessarily represents the best solution in every case, nor do they seek the immediate eradication of the special schools. For integration to be a reality, special schools will have a continuing and honourable role in catering for the more severely handicapped who cannot easily be integrated in an ordinary school setting.

Yet integrationists do advocate a major shift of emphasis towards integration for the majority of handicapped children, and a shift of resources towards the ordinary school sector in order to facilitate a diversification in the range of choices offered in the parents of handicapped children and in order to ensure that the practice should not continue to slip behind that of an increasing number of advanced countries.

It is easy to understand the fears of ordinary school teachers as they face the prospect of coping with increased numbers of handicapped children, but the whole

Problems with pay at home...

Sir,—Please allow me to draw to the attention of your readers the unenviable position of the home tutor, who is employed by most L.E.A.s to provide education for those pupils who are for various reasons unable to attend normal schools.

Many of these children are severely disturbed, and are waiting for a place in a special school. No matter how poorly motivated they may be, however, they are expected to attend regularly each day for two hours. Needless to say, few manage to maintain regular, punctual attendance.

The salary of the home tutor is, however, paid on a day-to-day basis, and is thus entirely dependent on the pupil, who may, through whim or real difficulty, fail to arrive at the appointed time. The child determines the salary of the tutor. Is this just?

Furthermore, the tutor is not paid for time spent waiting for the pupil to arrive, having made all the necessary preparations. Yet, in a school, such time would be considered as being on duty.

I am sorely tempted to offer my pupils a percentage of my salary, say, a third? This would be of mutual advantage. I would gain the benefit of a reliable, and lighter, salary, and the child, a regular education.

PAULINE MILLER, 2 Oakington Way, Harvey, London, N8.

... and with permits abroad

Sir,—I believe the season is approaching when overseas educational entrepreneurs advertise in your journal for teachers of English as a foreign language in their schools in attractive countries such as Greece. When jobs are difficult for newly qualified teachers to find in this country, such offers are doubly tempting.

The experience of my own daughter and her friends, however, suggests that those who respond to such advertisements should be aware of some of the difficulties. Foreign workers in overseas countries often need teaching permits

and residence permits. The organization offering the jobs may undertake to get these for their employees. In practice there may be considerable delay.

May I suggest that teachers who are interested in such jobs should take the simple precautions of checking with the visa section of the embassy concerned about the work and residence permit requirements, and with the British Council about the status of the prospective employers, before finally making up their minds?

J. M. HUNTER, 11 Glaciarin Crescent, Edinburgh.

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J. M. HUNTER, 11 Glaciarin Crescent, Edinburgh.

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I'm a head, not a medium...

Sir,—Having read in New Society (February 16) the first chapter of the Schools Council report, "What the Schools Council Report", I am disappointed to find that the report is so full of errors and misstatements that it is impossible to read it without feeling that it is a waste of time. The report is full of errors and misstatements that it is impossible to read it without feeling that it is a waste of time. The report is full of errors and misstatements that it is impossible to read it without feeling that it is a waste of time.

Race report mild and reasonable

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Sorry, could you say that again?

Sir,—With reference to your report (February 24) of a four year survey by the NFER as showing that secondary teachers' work slightly longer than those in junior schools. On page nine of the same issue you report on a conference at which a retired H.M.I. making a plea for a better deal for primary school teachers said, "The average primary school teacher is over-burdened with

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What's in a name?

'In so far as education reflects society, it mirrors

a troubled, bewildered community, teetering on the brink of

revolution and anarchy: in so far as it directs and

determines the way in which society

should go, perhaps there is still time for balance and sanity'.

Edie Garvie on race, culture and immigration

"multi-racial", "multi-cultural" and "immigrant" education are used as though they were synonyms. Which ever term is used there is a notion of differing life-styles, each with its norms and values, with all that implies for the curriculum.

We must recognize that there are forces underlying "racial", "cultural" and "immigrant". They are not signs, and this kind of misunderstanding can lead to misguided policies, to mention political dangers.

As three terms are not even comparable, because one, "multi-cultural", comes the other two. In the sense that children, whatever their race, colour, creed, or degree of recency in the country, belong to some cultural group, the whole education system is multicultural, and always has been.

"Multi-racial" education is simply a term of multi-cultural education which, in wider differences of culture, because of the element of foreignness or ethnicity, as distinct from a country or the travelling community or the people of a particular region. In this sense the whole of education is not multi-racial, even as British society is not.

"Immigrant" education is subsumed by multi-cultural education. There are always some people on the move, always some children who arrive new to a region and a school, whether or not they come from a foreign land, have a different skin colour, or speak a different language or form of English.

For a time children have to go through a period of adjustment, but this is temporary, and as soon as can be managed they should be able to take their part in the multi-cultural society of the school.

In other words, multi-cultural education, the other two are not. They should be dropped from the vocabulary of educationists as terms for general policy, used only to describe particular aspects of multi-cultural education. Even the term "multi-cultural" education should be dropped eventually; but there is much work to do first.

It is essential that every educationist, whatever sector, level, or discipline, should be aware of the meaning of culture in this sense of life-style. For far too long there has been a myth of British homogeneity, and an attempt to mould all men to its pattern. The present confusion springs from the continuing effort to assimilate in this way.

The recent arrival of immigrant children has made it clear at least to some, that this kind of policy just will not do. It can only lead to failure, disillusionment, and sometimes outright violence, as events have shown all too clearly. Education is multi-cultural: it must aim at assimilation — but pluralism without separatism.

I am not suggesting any kind of apartheid of course there will need to be an area of common ground, a kind of mainstream, but this should be continually evolving as it accepts the contributions of all cultural diversity. At the same time areas of difference should be allowed to remain and develop.

We must not be afraid or intolerant of difference. We should welcome and learn from it. The curriculum should be examined at frequent intervals, to ensure appropriateness. Teachers should be encouraged both initially and in-service to work for differing cultures — and this for all teachers.

People in services which overlap with education should be brought into these discussions, so that society is made more of cultural diversity. We must recognize the multi-cultural society of schools in terms of only of problems: there will be problems, as there are in any worthwhile job, but the more, if it is well done, are much greater.

There was a time from the mid-fifties onwards when the term "immigrant" education seemed to be appropriate. In some areas vast numbers of children were coming into the schools straight off the plane, with no English at all, and a very different life-style from anything the hard-pressed teachers had experienced. Special measures had to be taken, and centres of various kinds were established.

In-service training, especially in the techniques of teaching English as a second language, was given to teachers immediately concerned. National projects were mounted to produce materials for this purpose. A few of the "problem" areas appointed advisers or inspectors for immigrant education, and finally the DES did the same. Immigrant education was the "in" thing. Meanwhile, the rest of the educational world went on in its old complacent way.

As the seventies approached, the term "immigrant" was still associated with "colour", "problem" and "race", and the new English as a second language "experts" had formed themselves into a special national association. It was noticed that the number of immigrants had lessened, and that now the problem was more one of second generation "immigrants", born in this country — still in need of help.

The association of language teachers became the National Association for Multi-Racial Education (NAME), and newly-appointed advisers or inspectors at local and national level changed their

titles accordingly. "Immigrant" was out, "multi-racial" in.

This appeared to be a big step forward. It was recognized that "immigrant education" was too narrow, and no longer very appropriate. There had to be some point where immigrants ceased to be such, but their presence still made a difference in the community, and this had to be catered for.

However, the very term "multi-racial" education, with its emphasis on race and ethnicity, apart from becoming a potential political issue, suggested still a kind of separate department in education as a whole, something to be done by those forced into it, or by the younger, more radical teachers. Again, the rest of the educational world slept on.

During the first half of the seventies the term "multi-cultural" was beginning to be used. A useful lesson had been learned. It was seen that many of the "problems" and the means of solving them had been with us all the time, had we not been so blind.

There were many children in the "host" community whose life-styles differed from that of the mainstream, for whom school was alien territory. Some spoke a language which was not that of the school, and techniques used for teaching English as a second language began to be of interest to their teachers.

The trouble came when some refused to see any difference between the needs of ex-immigrants and those of the indigenous children, and a great blanket

of "disadvantage" descended, to smother what had been a hopeful development. There are differences as well as similarities, and some focus on these differences with appropriate help for all has to be given within the general field. However, some progress had been made.

Where are we today? There are areas where "immigrant" education is still used, others which refer to "multi-racial" education, and a few which have adopted "multi-cultural". But if their policies were to be compared, I suggest the similarity would be greater than the difference.

What is worrying is that whatever term is used, the main body of the educational force, including the upper echelons and those responsible for policies, still see what they are doing in terms of immigrants, race and problems. The idea of the true multi-cultural society has not become universal.

By dropping the terms "multi-racial" and "immigrant" some ground may be gained, but a far greater emphasis must be laid on "multi-cultural", and every effort made to see that it becomes the concern of everyone. This must start at the top. The advisory service in authority should be visibly involved with curriculum development and in-service training along these lines. It should not be left to the special adviser, if there is one.

This individual should be working to do himself out of a job, just as the term "multi-cultural" education should eventually be dropped. Both adviser and term are needed still to get this work going, but if it succeeds they become redundant. It is both misguided and dangerous to go on in separatism.

If we are not careful education will be blown apart by those who would use it for political ends. The two extremes are welcoming the "separatist" policy, each for their own purposes. On the one hand, there are those who push the "Keep Britain pure" line, and see resources in time of economic stringency as being wasted on those who do not "belong".

On the other, there are the "Black Power" addicts, who welcome this policy because it gives them a chance to exploit it, even to the extent of using certain officers of the authority as spies in the ranks and possible agents to undermine the authority. A kind of McCarthyist witch-hunt for discrimination goes under way, causing untold harm and unrest, and helping neither white nor black.

The only way to stop all this is for authorities to stop seeing multi-cultural education as a separate curriculum area (except where the academic study of it is perhaps appropriate on a sixth-form or college programme, and to press for all involved to take responsibility for it.

Community relations in education includes all communities, as it does in the wider society. There will always be a majority and minority group, but the mainstream culture must evolve with the changing pattern, and the minorities, having shared their "riches", must also adapt in their turn, while maintaining their identities if they wish it. Education should support the latter, and help to promote the former.

There has to be a "common code" — and I do not refer only to language. A nation has to be an entity culturally as well as politically. In so far as education reflects society, it mirrors a troubled, bewildered community, teetering on the brink of revolution and anarchy: in so far as it directs and determines the way in which society should go, perhaps there is still time for balance and sanity.

Pluralism yes, but not separatism. Education is multi-cultural. The common code must reflect this. Do we still have the choice, and what are we doing about it?

Edie Garvie is Adviser for Multi-Racial Education in Cambridgeshire, and author of *Breakthrough to Plurality*.



PETER

King's Road to Glasgow

On the eve of a weekend

conference which

aims to bridge the gap between

the theatrical

establishment and young people's

drama,

Heather Neill considers the

work of the

Royal Court Young People's

Theatre Scheme

and talks to Gerald Chapman

who instigated the event

It is no accident that this weekend's conference at the Riverside Studios in Hammersmith, which will bring together two sides of the theatre world generally thought to prefer to remain aloof from each other, has been set up by Gerald Chapman. When he came to the Royal Court as director of the Young People's Theatre Scheme in 1976, at the age of 26, it was from a theatrical background, but he immediately set to work to establish a dialogue between the two worlds. He was often, impressed by what he saw, and realized that the theatrical establishment knew little or nothing of this area of flourishing creative activity. The conference has been on the cards since those early days. It will involve, among others, Bill Gaskill, a much respected director who was for a long time associated with the Royal Court and has always been interested in bringing young people into the theatre, Peter Gill, director of Riverside Studios, and Dorothy Hastwell and Gavin Bolton, both well-known drama teachers.

As YPTS work expanded, an assistant director became necessary last year and it was John Dale who got the job. Trained at Breton Hall, his experience had been mainly in TIE and community theatre. Now the balance is struck: a professional director who has learned about the needs of young people and teachers has been joined by someone trained as a teacher, used to working with youngsters, but able to elicit performances of professional standard from them. Not that John Dale considers performance standards to be of paramount importance; to him the process of putting together a production, the sharing, the exploration and the discipline are more worthwhile than any result. There is an element of conflict here between the two directors, for the theatrical establishment has its own standards to uphold. The YPTS has always been theatrically excellent. Teenagers travel across London to attend regular meetings, and take part in productions and workshops. Members tend to be both articulate and competent. John Dale would like the club to be community based; Gerald Chapman clings to the professional's desire to achieve excellence.

A recent Activist production, *The Essence of Being Clean*, was efficient in conception and execution. Admittedly, the author, Nigel Baldwin, had capitalized on the characteristics of the available actors, but even so, the standard of acting and presentation was remarkably accomplished. The play concerns a movement which recruits young people and is complete with all the trappings—a partisan radio station, posters, badges and a promise of fulfilment for those who are drifting. The watchword is cleanliness. At first the recruits enjoy the security of discipline, but they gradually realize that they are being taken advantage of. The beneficiary of their financial and other support seems to be the well-fod leader of the movement, but soon it becomes clear that the radio station, and its well-rehearsed platoon of Truth, Trust and Tolerance, are more powerful than they seem. The play ends with one of the young people, who are now mostly disillusioned, asking power her self. It is a pessimistic view of society and its potential for change, but, in all its aspects—architectural, or natural dialogue, costumes, vicious, beating up (somebody too



A character in "The Essence of Being Clean".

enthusiastic)—it was vigorously directed by John Dale. But the tangible result is not everything, and in this case it was the beginning of an adventure.

At Christmas time, the *Clean* group visited Glasgow and performed to young audiences there. They encountered both a generous welcome and some opposition; how dare they, said one youth leader, suggest that there is no hope, that change is impossible. The London teenagers were impressed by the experience, especially by the hospitality and the relative poverty, and presented their own reactions at a Sunday evening, portable-cum-party, called *A Haggie New Year*, on their return.

It is easy to see the Activists as the showpiece of the YPTS. Their *Spring Awakening* of last summer (directed by Tim Fywell) has become something of a legend, so moving were the young cast in their simplicity and truthfulness. And if professional acting success is any criterion, one could point to eighteen-year-old ex-Activist Caroline Embling, now rehearsing *Laura in Lark Rise* at the National Theatre. But all this is only one aspect of YPTS work. Gerald Chapman says he thinks it is very important to get out of the King's Road into schools, and into the community in general. Although he doesn't see YPTS as a rival either to TIE or to drama teachers in schools, he does see it as an alternative, and a complement. All the schools in the TIE area, sometimes the primary schools, and about half the schools in the outer London boroughs are kept informed of YPTS activities.

There have been a number of projects which have built up to some kind of theatrical presentation, but in which the process is even more important than the result. Recently, a teacher in Redbridge invited a YPTS representative (this time John Dale) to work with truants. So far, the resulting transcripts of conversations with them, which took place over a long period, have been edited into monologues. These are, by all accounts, emotional and revealing, but their future is doubtful. Publicity would probably not be helpful or desirable in this case and, if any dramatic presentation does eventually take place, it will be a by-product, and for a limited audience.

The true test of a project carried out among the Bayside community in Bethnal Green. As often, a professional writer was involved, in this case D.H. H.R., and an improvised play was eventually presented at the Whitechapel Community Arts Centre. Whether or not the play was an artistic success is difficult to say (the press was not invited) but the project seems to have been beneficial. At any rate, TARA, an Indian arts group, requested YPTS cooperation as a result of it. Now Alan Bennett, who expressed an interest in working with young people at Christmas time, is involved in a similar project with young Asians in Tooting.

Gerald Chapman does not like this to be thought of as "social work". He is very much a theatre director and would claim a degree of artistic integrity for everything YPTS undertakes. He is interested in using theatre to give minority groups, and young people in particular, a voice, a sense of power



"Spring Awakening," last summer's Activist production.

when usually they have none. There is an element of contradiction here—if a performance is chiefly of benefit to the performers, rather than a two-way exchange between them and an audience, is it valid as theatre? But there is nothing sloppy about the way YPTS goes about things. The enthusiasm of writers and writers (fitting for any group under the aegis of the Royal Court) bears witness to this.

For several years, since before Gerald Chapman's directorship, there has been an annual Young Writers' Festival at the Court. Last year's entries included an extraordinarily imaginative play by a ten-year-old about two old men "going fishing" without leaving the sitting room, and *Walking in Lenka's Footsteps*. This proved to be a sustained and powerful piece about the trials and tribulations of growing up and concerned a particular teenage girl whose anxieties could all be focused on her abnormal feet. Lenka, then seventeen, was commissioned to write a full-length play, which has recently been seen at the Theatre Upstairs.

In the *Blood* is also about rebelliousness, and, once again, there is a well-meaning but unperceptive father-figure, but this time the models are not their own. The character of an expensive mental institution. Paul became an alcoholic after the death of his twin, about which he still feels guilty, and Julia, upper class, the victim of an overbearing, well-healed mother, is being treated for anorexia. They become friends, mostly out of a need for companionship, and after making a bid for freedom by breaking all the rules they have been set to keep for their own good, they commit suicide by walking into the sea together. The synopsis makes the play seem melodramatic, in fact it is often gently

funny and always compassionate. The father figure, in this case the psychiatrist, becomes more than that, never quite human (though, in fairness, this is how he may have seemed to the two young patients) and the peripheral characters are little more than caricatures, but the play as a whole is a promising next stage for someone who is still a teenager. YPTS can be proud that they have given her such encouragement.

More established writers are often to be found contributing to YPTS work, either in schools or running writers' workshops at the Theatre. Nigel Baldwin, Caryl Churchill, Robert Holman, Edward Bond, Sue Wilton, and now Alan Bennett are among those who have been involved in this way.

There is another side to the YPTS community and the educational establishment in general. Gerald Chapman's directorship has been a good deal of controversy. His contact with young people last year—through David Lan worked with the group to help him goodwill in some quarters, though claims that individual teachers remain loyal. Then there was *Playschool*, Heathcote Williams' play about the effect of the educational system on young people. Some people were less than enthusiastic. Some people, and youth theatre took exception to it, they saw as destructive satire, and Chapman admits that, this time, they "set their fingers burned" for which the play for an age group for which they thought the language inappropriate. Whatever the merits of the scheme in fact—and for all the criticisms, the energy and variety of activities should be acknowledged—this weekend should provide some interesting and "non-overdressed" session.

Come out to play

Joe Benjamin reviews a new study of children in the urban environment

In our search for "knowledge", we largely ignore. Ward, together with photographer Ann Gulzen and others (and rarely does one find photographs so evocative of the lives of children, and yet so unsentimental), has produced a book which should go into every school and college and home—and also into every office and office canteen.

"Johnny Go Home" is a cry that has echoed down the ages. "In 1618, vagrant, begging and thieving boys... were rounded up and shipped off to Virginia." Now, of course, we pick them up one at a time and cart them off into care. What is not known or admitted, according to Ward, is that the greater percentage are running away from local authority "care" homes. Almost all children run away because they are starved of affection," says Mr Ward. "... the social services... are incapable of satisfying their basic emotional

needs. Johnny doesn't want to go home."

The answer is not in the provision of more youth clubs or "imaginative" play provision, but in a better understanding of children. Who can argue with Ward's comment that "a city that is really concerned with the needs of its young will make the whole environment accessible to them, because, whether invited to or not, they are going to use the whole environment"? He argues further that "the failure of an urban environment can be measured in direct proportion to the number of playgrounds".

Six hundred years ago, the Bishop of London was complaining of ball-games around St Paul's while, even earlier, children were forbidden to play anything near the Palace of Westminster while Parliament was sitting. We, the adults in this divided society, have won that

battle; but, in doing so, we have also lost contact with our children. It should not surprise us, therefore, when they engage in skrimishes which harass and cause us to build even more battlements—emphatically called social service agencies. Like the man who climbs mountains, children will play in lifts "because they are there". We close our doors; is the next step the issue of lift keys? It is a battle we cannot win, and we would do well to take time to think before we set up new "solutions".

We are already perilously near to making children illegal. Ward quotes a headline in the *South London Press*: "Council decides to ban children on new estate." But he also gives examples of participation, for instance in the Norwegian caretaker who was awarded a gold medal for employing children to collect litter, sweeping up the leaves in the autumn and

clear the snow in the winter. Nearer home, he quotes the example set by the tenants' association at Churchill Gardens, "a significantly under-vandalized public housing project in London", now nearly 30 years old, and "where residents, caretaking staff and children all meet as friends rather than as adversaries".

Believe it or not, children do want to work—but they want to be free to choose and, sometimes, be paid for it. They are willing to accept the ethos of exploitation, knowing it to be a characteristic of our society. If we cannot accept their acceptance of this, we must be prepared to face even further industrial unrest.

Ward is, I suspect, a family man first, and an anarchist second. Yet he convincingly argues that with our increasingly protective legislation, we are maintaining an oppressed community—our children.

Child in the City. By Colin Ward. Architectural Press £5.95. 118 p.

Let us make the mistake of seeing the child within the confines of our own particular time. (How many studies are divorced from the rest of the children, and feel we make them more easily once they have been categorized, labelled and put into boxes. Society must learn to see children as they are: with their innate conservatism, their sense of adventure, their all-seeing eye and their force for change.

Man about town

Sebastian Loew on urban development

Urban Sociology in an Urbanized Society. By J. R. Mello. Routledge and Kegan Paul £6.95. 110 pp. 0 7100 8832 0.

Reading: Economics. By Susan Charles. Macmillan £17.5, 333 19827 1.

The urban world saw, together with the development of the welfare state, the expansion in the studies of urban society and a marked increase in the number of sociology graduates employed by the public sector. Now, having had a number of years trying to influence policies, but mainly experimental, observing and discussing, urban sociology is becoming retrospective, looking at their own profession, their own past, their own history, and trying to find a new direction to replace them. It also suffers from the problem he criticizes in other sociologists—namely, that they are not really interested in the "professional proletariat", i.e. their own similarly anxious colleagues.

By contrast, Susan Charles set out for herself the apparently impossible, and even pointless, task of treating the subject of housing in Britain ignoring its socio-political aspects and the almost successful. Explaining her motives, she says: "A prior knowledge of how the housing market function is necessary to any successful policy." In her book, *Housing Economics*, she analyses the various sectors of the housing market in a simple, clear and almost clinical way. Occasionally, policy aspects slip in (and one would, indeed, feel uncomfortable if they did not) but there is none of the soul-searching self-recrimination of the sociologists. This is an excellent introduction to the economic aspects of the housing situation which, by implication, shows the mess that successive legislation has brought upon it, by totally distorting, and not necessarily controlling, the market.

The other direction is to analyse the socio-political studies have been applied, which leads directly to the study of the profession of town planning. In this book, difficulties are encountered in that town planning has no simple, clear and almost clinical way. Occasionally, policy aspects slip in (and one would, indeed, feel uncomfortable if they did not) but there is none of the soul-searching self-recrimination of the sociologists. This is an excellent introduction to the economic aspects of the housing situation which, by implication, shows the mess that successive legislation has brought upon it, by totally distorting, and not necessarily controlling, the market.

Malaise

Douglas Johnson

The Slump: Society and Politics during the Depression. By John Stevenson and Chris Cook. Jonathan Cape £8.95. 224 D1390 4.

This is a book which explicitly sets out to destroy a myth: a myth that, during the thirties, this country was badly hit by economic depression, and that successive governments failed to cope with the consequent poverty, unemployment and malaise which affected the British population. As it happens, this is a myth which was attacked by certain politicians at the time, and one which has been questioned by a number of the best-known books written on British history in the twentieth century. Ever since A. J. P. Taylor asked which was the more significant for the future, over a million unemployed or over a million private cars, it must surely be accepted by everyone (television history apart) that the British depression had never been as great as that of other countries and that, as in most other countries, a depression is a varied and uneven phenomenon. In such times there are always those who prosper.

But while wondering whether this book is really necessary, it is also possible to wonder whether these authors are not in danger of making another myth, that we have never had it so good as we had it in the thirties. If we accept that perhaps a majority of English people were living better lives by 1938 than they were in 1929, this is no reason for neglecting the fact that there were years of panic, that there were areas which suffered terribly and that there were sections of the population for whom the crisis was deep and profound. The unemployed, and what might have been as bad, the fear of unemployment, bankruptcies, the dole, the feeling that it could all have been prevented or better handled, these are the realities. There was no politician of any integrity who could contemplate these years with any satisfaction, and it is surely reasonable for historians to start being complacent about the consumer boom of the thirties. Perhaps these historians will understand the past better if they study the present.

Let them, for example, listen to the cash till in the High Street and wonder. Then let them consult those who know about the poverty and distress which straddles the classes, which whites, the generations and which distinguishes certain regions. Within every myth there is an essential reality.

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26 Books/French/Children's Literature

Mixed company

Marion Glastonbury on elementary French textbooks

A Swansea comprehensive school informs the parents of new arrivals that "French is taught through a wide ability range, but *linguistically* only to those capable of it." If you are anxious to take the linguistics out of language, there are plenty of books to choose from. Le Français pour tout le monde, by Eric Hawkins and Bryan Howson (Oliver and Boyd £2.25), is a five-year course for both lower stream and mixed ability classes and advocates "every device possible to help those pupils who ordinarily find French grammar confusing and uninteresting". The devices include a design for a clipboard "verb machine" (requiring collaboration with the woodwork department) and colour coding in text and illustrations which indicates masculine and feminine gender with blue and red. This is a bright idea but its effectiveness is reduced by the random selection of objects represented: a cypress, a flower, a human car-petrol pump?

On each page, a grinning youth nudges the reader with an English aside: "Duhois (the teacher) has changed from saying 'C'est un pincher' to 'Voilà un pincher'." I think he wants to see if you are awake. He does it to us sometimes. Don't be worried.

Everywhere the desire to reassure is at odds with the desire to entertain. Books such as *Panama* (Oxford University Press £1.75), which seek to inspire confidence by repeated "Qu'est-ce que c'est?" drills, avoid insecurity at the risk of creating terror. Furthermore, authors who undertake to spare pupils the burden of rebarbative French tend to forget that you are another tongue can be equally burdensome. They buttonhole the reader with cross-cultural praisings: "Politeness is really a way of showing people that you are interested in them and that you are thoughtful for them"—and with local colour that has all the vividness of someone else's holiday reminiscences.

Light relief can be very heavy

indeed. The modern language adviser for Staffordshire, Roger Savage, convinced of the need for a different approach at all levels, embarks statutorily on the travels of a fictional and wholly-English-speaking family in the shadow of the Eiffel Tower (Edward Arnold £2.25). Honestly, Brian, said Mrs Martin, "I think it's about time we took these children to see France for themselves. Luckily she gets left behind to nurse Uncle David when Auntie Jean goes into hospital, but Mr Martin, a crashing bore, goes every step of the way, noting train times and remarking on the weather.

For teenagers visiting France themselves, the unpretentious *Go to France* (Longman £3.50 for 10) provide opportunities for deduction and phrase-making, as well as handy information on weights, measures and opening times. More frivolous diversions can be found in the *French Fun Books* by Terry Hawkins (Longman 30p) in which games and puzzles are based on the vocabulary of families, shops, food, clothing and show-biz. (I wonder if Helen Mirren and Daniel Barenboim, not to mention Cliff Richard and Susan Hampshire, know that their names are invoked for educational purposes?)

A lively English account of the teen scene in France, up-to-date and liberally illustrated with photographs, comes from *Passport* in France d'aujourd'hui by M. E. Mountjoy (Edward Arnold £1.60). The emphasis is cultural; the exercises rely frankly on intelligent guesswork; but the chapters are worth discussing: parental friction, "redoubtable" traditional wedding ceremonies, pop concerts in prison and so on.

Light years away from these blue jeans are the common entrance candidates for whose benefit Luke Armstrong has classified, alphabetically and vertically, 1,300 words relating to games, school, religion, war and commerce in *Mot pour mot* (Harrap 70p). Stirred by nostalgia

for this time-honoured approach—"Les soldats se battent avec courage" and "Chargés vos fusils; l'ennemi l'ennemi"—I was startled to find "vous servir le dessert?" translated as "Will you serve the dessert?" Can this be common parlance at Newcastle preparatory school?

Two adaptations from Swedish originals struck me as excellent value for money. *Servants* by Hans Kull (Edward Arnold 75p) contains modest yet attractive dialogues with appropriately straightforward questions. Of all the foundation courses I have seen, perhaps the best by far is *Un, Deux, Trois* (European Schoolbooks £1.25, Worldbook 75p)—methodical, stimulating and well indexed. Just one carping criticism: why does a text intended for beginners read like an advertising campaign for nicotine: with numerous pipes, cigarettes, smokers, and a discussion between schoolboys on the relative merits of English and French tobacco in the first two dozen pages?

Simone de Beauvoir recently told an interviewer that she has learned the importance of feminist vigilance "even in small everyday things which begin with grammar where the masculine always comes before the feminine". Male precedence is manifest throughout the range of materials for mixed ability classes. Perhaps it expresses anxiety lest French should be despised as a sexist subject.

Yet even the authoress of *The Second Sex* might be surprised by the rampant and much-repeated misogyny of *Le français d'aujourd'hui* by P. J. Downes and R. A. Griffiths (Hodder and Stoughton, £1.25). Two brothers declare: "Nous avons une sœur, hélas." Thereafter Marie-Claude epitomizes all that is dishonest, untruthful and undomesticated, and the agreement of adjectives is signalled by the invariable feminine ending of disagreeable epithets: "Philippe et Alain (charmant, charmant, charmant) m'ont dit Marie-Claude est (méchant, méchante, méchante)."

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Questions of choice

Philip Lewis

Une Question de Choix
By C. T. Leech
Heinemann Educational Books £1.50.
Réponses . . . au Choix
By J. M. Rice
Hodder and Stoughton Pupils' Book 60p.
Teacher's Book 95p.
Nous allons nous entendre
Heinemann Educational Books.
Pupils' Book 65p, Teacher's Book £1.00. Tapes £12.50 + VAT.
France-Choix
By J. D. Mackintosh and L. M. Erlam
Harrap, Pupils' Book £1.55, Teacher's Book £2.40.

An encouraging aspect of language teaching is the manner in which multiple choice exercises, originally somewhat suspect (either because of reservations about the analogies of 11-plus English tests or the opposition of die-hard grammarians) have become accepted as a legitimate, enterprising and logical test of comprehension. Whatever the pros and cons of language-learning methods, comprehension is now firmly established as a criterion of achievement. The above books cover such tests from CSE to GCE A level, a demonstrable proof of method and adaptability of

In the past, too many multiple choice tests have included pointless and illogical answers. Mr Leech's *Une Question de Choix* is a totally workmanlike book, largely based on past CSE papers set by the various regional boards. Topics and narratives are so wide-ranging that careful preparation of this book would instil considerable confidence in the pupil. In a few instances the questions incorporate ambiguous or arguable answers, but the ensuing discussion would in itself be profitable. *Réponses . . . au Choix* is



"Once there was an old, old lady, and she lived by the side of the road." "When the Wind Blew" by Margaret Wise Brown, newly illustrated by Geoffrey Hayes (Harper and Row £1.50).

Racine revisited

Robert Bear

Racine. By P. J. Yarrow.
Basil Blackwell £7.50. 631 17950 X.

This book of 155 pages is the latest work in a new series, *Plays and Playwrights*. "Since plays are written to be performed and seen," declare the publishers, "rather than studied on the printed page, some emphasis on the social and political context in which the playwright worked." Professor Yarrow himself, quite rightly, feels it necessary to justify the publication of yet another book on Racine. Of all his reasons the one readers will accept without hesitation is that it was "written because the writer wanted to write it." Indeed, if love for one's subject were the only criterion by which to judge a critic, there would be nothing but praise for this study. After an excellent account of the theatrical situation in Paris in the seventeenth century, the author makes a close study of the influence on Racine by such dramatists as Corneille and his brother, and produces a realistic chronicle of the career of Racine, and to convey the stress of interaction between the playwright and his audience.

eminently suitable for both French and the native papers. It consists of 12 multiple choice questions, equally between listening and reading comprehension. The first six require answers in English, the second in French, but in both texts and questions are devised.

Both *France-Choix* and *allons nous entendre* contain graded questions leading to GCE A level standard. They are available from both booksellers and sub-divisions of the modern auto slide-change type (any model which can use a slide-change button) with 24 slides, either 150 or 250 watts, covers the majority of types, and provides a means of changing from low-cost Hanimex and other projectors through makes such as Rollei and Prosnix up to the durable but expensive Kodak Carousel. The two projectors used in one system have to be similar, and must use the same type of lens. The additional equipment consists

of a series of slides which begin with a series of short extracts with simple but pertinent questions. These are followed by longer extracts, some of which are taken from French texts. This pattern continues with increasing difficulty. The comprehension passages include the listening tests in *Nous allons nous entendre* and those are interspersed with dialogues, producing an excellent element of deductive analysis.

Whichever book is chosen, the material is well presented and easy to use. Teachers should be encouraged to use the material in the joint authors of the book, providing a wide range of material and a high level of interest. The book is well presented and easy to use. Teachers should be encouraged to use the material in the joint authors of the book, providing a wide range of material and a high level of interest.



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Blurring the image

DAVID KILPATRICK suggests that electronic slide-dissolve systems can teach the principles of film-making

recently electronic systems for controlling 35mm slide projectors are too expensive to fit comfortably into a school's budget. Because of this their educational use has never been fully explored. In the slide-dissolve medium, which uses two ordinary projectors, one usually versatile as a teaching aid.

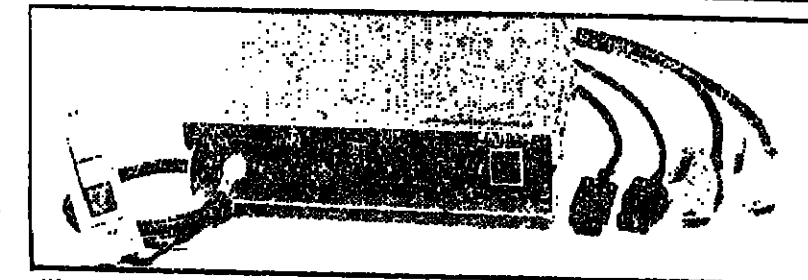
Slide-dissolve systems use projection of the modern auto slide-change type (any model which can use a slide-change button) with 24 slides, either 150 or 250 watts, covers the majority of types, and provides a means of changing from low-cost Hanimex and other projectors through makes such as Rollei and Prosnix up to the durable but expensive Kodak Carousel. The two projectors used in one system have to be similar, and must use the same type of lens. The additional equipment consists

of any stereo tape recorder (or a special audio-visual tape recorder with slide-change pulse track, like the Philips N2209) and the dissolve unit, an electronic control box which costs about £150. Until now only one unit was made at this price, the plastic-bodied Animatic Convar Mark IV, which was not very suitable for school use, being fairly easily damaged. Recently the Electronic ShowSlide unit has been introduced at £145, and the Animatic Digital at slightly less. Animatic offer free fitting of the necessary connexion to projectors; other companies charge about £13 a projector. The conversion can be undertaken by a competent electronics technician, and AVE, the suppliers of the Animatic unit, will provide the five-pin connectors and circuit diagram.

It is possible to buy entire

systems including matched projectors. Kindermann have just announced a single projector which uses two slide magazines and optical systems, and operates in conjunction with the Animatic Digital dissolve unit. The total cost of this system is only £300. Only £300? For comparison, you have to consider the cost of lighting, or the price of an overhead projector. As in most systems, £150 of the cost buys two projectors capable of normal independent use, so the true extra expenditure is only £150.

Slide dissolve is a creative medium which can teach the principles of film-making more cheaply than film or video. The discipline needed to script a sequence of still transparencies to tell a story is one which incorporates even a little logic, writing and even a little mathematics. The appeal lies mainly in the way that the slides are presented, with smooth dissolves or



Electronic ES 3006 dissolve unit, with hand control to vary dissolve speeds, and paired connections for Animatic type projectors.

sudden changes synchronized with music or commentary. This is very different from the usual "slide, blank, slide" show. Amusing visual effects can be achieved—an object appearing or disappearing, or moving from one position to another. Animation can also be used for experiment.

Apart from creative uses, which demand nothing more than the ability to use a 35mm camera with inexpensive slide film, the dissolve system has training and teaching uses. It is possible to animate graphs and diagrams, to superimpose information on an existing image and to show, by means of elements dissolving into place, how a succession of different superimposed images is added, allows clear

continued on next page

New approach to ecology

Gillian Thomas

As part of an ILEA ecology course in Stoke, D'Aborn College in 1975 20 teachers were presented with a variety of topics and told to invent ways of presenting them interestingly to children. They included woodlice, air and water pollution, trees and trapping.

By the end of the week they had come up with an imaginative set of slide sequences, models, information sheets, etc. created with the help of the college's resources centre.

Two "Eco-packs" based on those projects have just been published by Globe Education. They cover ecology and air pollution. Two more will follow.

My idea was to encourage the teachers to take a completely new way of putting over their message, particularly to 14 and 15 year olds, who usually find the subject a bore," explains Dennis Bennett, an ILEA inspector who was the course tutor. "I also wanted to bring a fresh approach to the course itself."

In the "Eco-packs" each subject is covered by a comprehensive set of slides, notes, with background information and instructions on how to use the resource materials provided, together with the outlines for further investigations.

Also included was a filmstrip and slides with a taped commentary for teachers to use with their own pupils. The slides and cards from which the filmstrip can be made up are available in a range of everyday activities.

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Building of the Tower of London 1976 Over a thousand people once lived within the Tower. This film shows the structural changes it has seen over the centuries. 30 mins	<input type="checkbox"/>	£6

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Classroom, TES 378

Children's literature

Deadline disaster

Shirley Toulson

The Shadow of Vesuvius. By Ellis Dillon.
Paber £3.60. 571 10913 6.

The Exeter Blitz. By David Rees.
Hamish Hamilton £3.25. 241 89759 9.

The Lieutenant. By Jack Bennett.
Angus and Robertson £2.80. 207 13395 6.

These three books concentrate on the effects of a single disaster on the lives of those who happened to be there when it happened. In each case the destruction—caused respectively by the eruption of Vesuvius in August AD 79, the Blitz on Exeter on the night of May 3/4 1942, and the Mutiny on the Bounty on April 28, 1779—is rooted in precise historical time. From those actual events the authors in their own ways have concentrated on the new life that emerges from the ashes of the old. Not altogether surprisingly, Ellis Dillon and David Rees, who deal with imaginary characters, are more convincing in their optimism than Jack Bennett, who makes a laudable but not altogether successful attempt to make William Bligh of the Bounty human and likable.

Ellis Dillon has long been in the first rank of writers of historical novels for the nine to 12-year-olds, and *The Shadow of Vesuvius* can only enhance her reputation. Her central character is a Greek slave boy, whose owner, Scrofa, an itinerant painter, has taken on a commission for murals in the house of one of Pompeii's most wealthy citizens. Young Timon, who is himself a competent painter, with all the

makings of a gifted artist, does not let the humiliation of his servile condition separate him from the drama of the lives of the free people he meets with, or dampen his intention to find a way of escaping home to his Greek island.

His lively interest and determination to participate in all that is going on help him to achieve his ultimate aim, but that does not happen before he and his friends have become dramatically involved with gladiators, pirates and the machinations of wealthy businessmen intent on forcing a young girl into an unwelcome but financially rewarding marriage. All this is acted out under the cloud of a doomed city, whose inhabitants refuse to recognize the early danger signals: excessive heat, earth tremors, and the departure of the animals like cats and rats, who can get away, and the frenzy of those like horses, who cannot.

David Rees's hero, Colla Lockwood, is much the same age as Timon, but when the book opens on the day after the first raid on Exeter (a small raid for the great blitz to come) he is less mature. In the space of a few days, in which his home is destroyed, his teacher and at least two neighbours killed, his mother's colleague permanently crippled, and his city demolished, he learns both tolerance and independence; and, finding his own initiative, starts to grow up. It is a tribute to Mr Rees's writing, and to the way in which he handles his characters and the events of the story, that he manages to make

Colla's sudden development completely convincing.

There largely comes about because the other members of the family and the whole life of the city are so well realized. Colla's father is a cathedral verger, his mother works in a dress shop, his older sister is training to be a nurse, and his younger sister, like himself, is still at school. By this device, Mr Rees is able to bring many differing facets of the city's life into his story, so that Colla moves in a world of understandable domestic and civil relationships. When disaster strikes, the children engaged in the work of salvage and rescue.

Jack Bennett's William Bligh, with the 18 loyal members of his old crew (including Nelson, the hero), are engaged in an even more dramatic and determined bid for survival, as wrecked by hunger and disease, they make their way in an open boat for 4,000 miles between Tahiti and the island of Timor. Although this book has all the ingredients of a boys' own adventure story (cannibals included) this is a book for much older readers than the other two in this group. Mr Bennett has used a powerful and precise imagination in reconstructing the incidents on the voyage, and adopted a deliberately gritty style to produce a realistic chronicle of the human endurance, and to convey the stress of interaction between the men in desperate straits.

Changes of temperature

by Harold W. Appleton

Offord Electronic Thermometers, OT1, OT2 and OT3. Manufactured by Offord Scientific Equipment Ltd, 113 Lavender Hill, Tonbridge, Kent, at £36 each excl. VAT.

At first sight the Offord Electronic Thermometer might be thought to be just an expensive substitute for a simple mercury thermometer, which, after all, is a reasonable apparatus for indicating temperatures.

The apparatus, measuring 22 x 11 x 6cm, is in the form of a firm, black, plastic covered case with a red velvet-like lining. Held closed by two press studs, and having a wrist strap attachment for use in the field, it is both aesthetically pleasing in design and robust in construction.

Within the case is a stainless steel NiCr/NiAl thermocouple probe about 100mm long, set into a small waterproof cylinder. From this a lead connects to a DIN plug. The standard lead is 2m long, but other lengths in multiples of a metre are available. The manufacturer claims that the lead length does not affect accuracy.

Built into the case is a meter and a switch. The meter range varies with the model—OT1 (standard) has a range of -10°C to +110°C, OT2 (environmental) has a range of -10°C to +40°C and a low-range model, OT3, covers -20°C to +40°C. The meter is quite well damped and records smoothly. The rotary switch has three positions, off, battery and on. "Battery" is a check position to ensure that the PZ3 battery has sufficient power to work the instrument. The battery is said to have 200 hours continuous life.

To change the battery, four small screws are removed to allow the battery to be lifted from the case. This also reveals the 50 x 60mm transistorized printed circuit which operates the thermometer.

Temperature changes in air seemed to be recorded a little slowly. For example, on removing the probe from warm water the instrument took about a minute to settle to room temperature. On checking with a standard glass laboratory thermometer I was surprised to find that both instruments recovered at the same speed. It was quite sensitive to delicate changes of temperature—I was able to record that my cold bath gained 1°C by the time I got out one morning.

What then are the advantages of this instrument at £36 over a simple glass thermometer at about £1? It is far more robust and very suitable for use during fieldwork. It is possible to lower it into deep water or into a well and still read the temperature without the need for a normal thermometer. It is less likely to be damaged and could be used safely in seawater amongst the rocks or inserted into the soil.

In liquids and semi-solids such as soil or sand, the temperature changes are rapidly recorded. In gases changes are slower, but this is similar to results using a standard thermometer. Normal laboratory thermometers are notoriously difficult to read, and taking temperatures in a beaker of liquid over a Bunsen burner is extremely hazardous, particularly with pupils with long hair. This instrument is much easier and safer to use in such situations.

For both laboratory and field work the Offord Electronic Thermometers have much to commend them, and they are unlikely to be relegated to the back of the cupboard with the white elephants.

Registered users

Lawco Register Covers are said to eliminate the problem of damage and wear from the class register. They are available in four colours, and two sizes: 14 1/2 by 11 1/2 and 17 1/2 by 12 1/2, at 88p and 92p each, plus VAT.

Lawco of Liverpool Ltd, 60 Vauxhall Road, Liverpool L69 3AU.

Debs frocks and H.M. Watermen

FRANCES FARRER at the Museum of London

The Museum of London, which has been open for a year, goes from strength to strength. The current preoccupation is with the twentieth century: there is a new section illustrating the years between 1935 and 1951 and until May there are two special displays: *Working along the River* (documentary photographs) and *Court Presentation Dresses 1894-1939*.

Light and lighting are excellent. The presentation dresses are behind glass, arranged as in the window of a big department store—where, surprisingly, many were sold. Most of these date from the twenties and thirties and their diversity is remarkable.

There seems to have been a rule that debs' frocks of that era were of satin or velvet with beading, but within this convention they range from sub-coronation robes to jazzy little numbers for upper class flappers. Almost all are in light colours, probably to signify youth and/or purity.

Pale cream is by far the most popular shade, with ice green a close runner-up. One or two are so formal as to resemble theatrical costumes. Paul Poiret's medieval, lace-necked, pearl-sewn dress (1927) has a heavy train as does a Jay creation of 1908, which is draped with dark green velvet.

Very different Londoners are illustrated in a series of colour photographs by Bob Clark and David Thorne. People are placed centrally in most of the compositions, gazing straight into the camera in what seems to be a fashionable pose recalling Victorian photography. The pictures, which show the immense variety of activity along the Thames, include a bronze laundry at Barnes, a Piano Museum at Brentford, Kew Gardens, and the work of Her Majesty's Watermen.

Pop's big book

by Tony Allwood

Music Master 1978
ISBN 0 904520 06 4
£30.00

John Humphries, 1 De Cham Avenue, Hastings, Sussex. Music Master, now in its fifth year of publication, is the definitive pop record catalogue. In nearly 700 pages it lists every pop album, cassette, cartridge and single available in the United Kingdom (including imports) on January 1.

Each item is listed by performer and includes details of the catalogue number and name of the issuing company. Names of album tracks, however, are not listed.

Records that have been deleted during the past two years are also listed along with a note of the date of their deletion, and for most records the release date is also included. In addition, the catalogue of singles is also referenced by record title.

As an appendix to the main catalogue there is a list of record and tape prefixes which allows one to check the issuing company for any item, an index to label ownership and a helpful address list for record companies.

Subscribers to Music Master also receive 12 monthly supplements which update all the sections in the main catalogue (including the appendices) and also give the latest run-down on record prices.

The whole package is expensive (£30.00, including the supplements) and is obviously intended for record dealers and record libraries rather than the teacher. But it is the sort of catalogue which should be able to find a place in the library of larger comprehensive schools. It is not possible, teachers may want to ensure that a reference library near by has a copy in stock.

Utterly starving

Ghandi said: "There is enough food for every man's need but not for every man's greed", and facts and figures about production and consumption seem to confirm this. The Western world consumes about 83 per cent of the world's natural resources and eats about two-thirds of its food.

While Westerners suffer from obesity, ulcers and heart disease, the rest struggle along with any number of diseases associated with malnutrition such as damaged nervous systems, or they simply die. An estimated 50,000,000 people die each year from malnutrition.

The EGIS Environmental Information Service have produced an information pack, *World Food Prospects*, which gives details of food habits and production, processing, world agriculture and alternative food sources. It also has a section on further reading.

The pack costs £1.75 from EGIS, North Lodge, Blawick Road Cemetery, Newcastle upon Tyne NE4 8DL.

Life in Belize

Bound for Belize is a work produced by the United Nations for the Propagation of the Gospel in two purposes: to provide information for five study guides for secondary school pupils, and to raise funds for the UN's World Food Programme.

The pack costs £1.25 including VAT and can be obtained from the UN, 15 Tufnell Street, London NW3 3QG.

Routine functions

Logarithmic, trigonometric and hyperbolic functions can be handled by Casio calculators as well as by more mundane exercises of addition, subtraction, multiplication and division. There are ten calculators in the range, of varying complexity and price. The cheapest is £18.95, they can all handle the routine functions mentioned and they all have a memory.

Casio Electronics Co Ltd, Scrutton Street, London EC2A 4TY.

Governors in revolt

Walter Stranz

There are 325 schools in Hereford and Worcester, each with its own body of governors or managers. As part of last year's economies the education committee decided to have 124,000 by abolishing the use of education department officials to carry out clerical work for governing and managing bodies. Each body was instructed to appoint a voluntary clerk from among their number.

No difficulties were expected. After the local elections of 1976 of 1977, all bodies had gone through a process of reselection, which ensured that virtually all had a majority of Conservative members, closely reflecting the strengthened Conservative majority

at the shirehall and in the districts. The item appeared on the agendas of governing bodies under the bland heading: "To consider the appointment of a voluntary clerk." Perhaps misled by this, governors from all parts of the county began to send in unexpectedly uncooperative replies. Often even county councillors who had not opposed the economy at Worcester joined the protest, and replied that they did not wish to appoint a voluntary clerk.

The most common thread running through the governors' objections was that they would lose their direct link with the county's administration and hence with policy decisions. The county education officer insisted that the head-teacher was the only professional adviser to the governors, and that all the clerk was required to do was to take minutes and write letters arising from resolutions.

In practice the governors knew the situation was very different. Only rarely are they called upon to make educational decisions requiring the head's professional advice. But administrative decisions requiring a practised administrator's guidance are legion.

For instance, the managers of a school on a new estate wanted to approve an informal arrangement by which the caretaker allowed youth groups to use the playground in the evenings. It was the clerk who warned them of the insurance implications, if the hit of the playground was not booked formally through the office.

Advice on the effect of estimates on the nature and extent of building repairs and improvements; the application of the points system

when considering the promotion of staff to senior posts; the methods of delineating and altering a school's catchment area; the provision of places in institutions for maladjusted and backward children; the budget for home tuition; on all these and more an experienced administrator could give instant advice.

A voluntary clerk would need to write a letter and get an answer, perhaps the wrong answer because of a badly phrased letter, for the next meeting the following term. About 140 governing bodies passed resolutions objecting to the proposed changes, and 30 refused outright to implement them. The education committee's response was hampered. A statement to the press threatened non-compliant governors with dismissal, on the grounds that the instruments of government provided that a member who had missed three consecutive meetings should cease to hold office. Without a clerk, it was argued, no one could have been deemed to attend.

One reaction to this bluster was that a local clergyman called a meeting of chairmen of governors in the Redditch district. They asked the county council to reverse its decision, and requested its legal adviser Shirley Williams.

The reply from the DES was instructive. The department backed the intentions of the county council, and hoped that governors would "make every effort to find volunteers to serve in place of the withdrawn LEA officers, thereby helping to release the resources which can be better employed elsewhere."

But on the question of legality it was quite unambiguous: "LEAs have a duty under the Education Acts to ensure that each primary and secondary school has a body of managers or governors who are properly functioning, and a clerk is essential for this purpose. Accordingly we are advised that if no governor-manager is willing to act voluntarily or if there is no other person who can be found to accept the post, the authority has no alternative but to provide one."

At the February county council meeting the county secretary could not fault this advice. The chairman of the education committee gave facts about the governors' revolt. Of 325 schools, only 115 had agreed to appoint a voluntary clerk. Another 38 had appointed them, but only on a provisional basis; 106 governing bodies had "not yet" made an appointment and 62 were "no information" about the remaining governing bodies.

This widespread revolt is particularly remarkable because, before local government reorganization, the Herefordshire side of the county had had a long tradition of voluntary clerking—at times with dire results.

The Hereford and Worcester Education Committee has now undertaken to "review the situation" in its next cycle of meetings. However, in view of the DES letter, there can be little doubt that the rebellious governors will be able to insist on the resumption of LEA clerking.

Walter Stranz is senior lecturer, Centre for Teacher Education and Training, Birmingham Polytechnic, and a Hereford and Worcester county councillor.



Starting a bookshop

Bob Croson

"I don't like reading, I prefer PE and geography" is a comment both confusing and saddening. For years I have tried, with only limited success, to transmit the pleasures to be found in a good book. My "successes" turned out to be the result of committed reading parents rather than teaching expertise. What of the rest?

Through some literature from a teacher I discovered The School Bookshop Association. I investigated the possibility of beginning a bookshop within my school. After some organization and negotiation with a helpful local bookshop, all was set for the Wise Owl bookshop.

My class designed a motif, and then they designed an advertising campaign, posters, sandwich boards, badges, caps and armbands.

After discussion, it was decided to make the entrance hall the place for the bookshop, and a collection of old desks was scrounged out to place the books. I remember spending the first selection of books around the classroom. From the bright shiny covers and the end of the week 130 had been sold. By the summer holidays we

had sold about 450 paperback books. The bookshop was a hit.

With this in mind I managed to overcome a long-term headache. We had tried many ways to set out books so that they were not too put away. The shelving borrowed from the infants was unsuitable and damaged the books. The alternative, a lot of unpacking and packing of books, and movement of unsightly old desks, was irritating.

The parent-teacher association decided to buy me two lockable units. I then came to these conclusions about the exercise:

Most of the children were then stuck with a sticker, as were the staff, and even the long-suffering headmaster. By now a surge of excitement was running through the school. The great day had arrived. As soon as assembly was over the desks were brought out, the books arranged, and the sales and order counters set up. The bell rang for playtime, and a mass of bodies descended on the bookshop. Books were sold throughout the day. By the end of the week 130 had been sold. By the summer holidays we

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Most of the children were then stuck with a sticker, as were the staff, and even the long-suffering headmaster. By now a surge of excitement was running through the school. The great day had arrived. As soon as assembly was over the desks were brought out, the books arranged, and the sales and order counters set up. The bell rang for playtime, and a mass of bodies descended on the bookshop. Books were sold throughout the day

Classified Advertisements

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Nursery Education


Headships

BERKSHIRE
L.S.A. NURSERY SCHOOL.
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Other Assistants

BARKING
(London Borough of)
ST. PETER'S R.C. INFANTS' SCHOOL.
The above school is seeking applications for the post of Head Teacher. The successful candidate will be responsible for the day-to-day running of the school and will be expected to lead the staff in the development of the school's educational programme. The post is full-time and requires a minimum of 5 years' experience in the post of Head Teacher. Applications should be sent to the Director of Education, Barking Borough Council, 100 Victoria Road, Barking, Essex, E14 3JL. Closing date: 29th March, 1978.

BERKSHIRE
L.S.A. NURSERY SCHOOL.
Group 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753



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EDUCATION DEPARTMENT

HEAD TEACHER

Rivington High School (Group 10)

Applications are invited for the Headship of this 11-16 (designated 11-18) mixed Comprehensive school. There are, at present, 870 pupils on roll and the sixth form will start in September, 1979.

Application forms and further details are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN. Closing date: 24 March, 1978.



St Helens
BOROUGH

County of Cleveland

SECONDARY SCHOOL

HEAD TEACHER (Re-Advertisement)

COULBY NEWHAM SECONDARY SCHOOL (GROUP 9)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of this new four form entry (800 places) 11-16 county comprehensive school. The school will open in September, 1978, and the successful applicant will be expected to take up duties as soon as possible. The accommodation on the school site includes Youth and Community facilities.

Financial assistance with household removal expenses is available in approved cases. Forms of application and further details are obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, and should be returned by not later than March 31, 1978.

Cambridgeshire

Cambridge Area

COLERIDGE COMMUNITY COLLEGE,

CAMBRIDGE.

Applications are invited for the post of

Principal

An appointment to the Headship of the Group 9 Secondary School (Roll 720) will be made as from September, 1978, and on or before April, 1979, the Principal will be designated a Community School and the Principal will undertake additional responsibilities for Community Activities with a supernumerary allowance (at present £1,085).

Please send S.A.E. (DL size) to Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP, for details and application form returnable by March 27.

NORFOLK
COUNTY COUNCIL

Education Department

Required for September, 1978:

HEAD

CROMER SECONDARY SCHOOL

(Group 8—Roll 560)

To be reorganised as an all-ability High School in either 1979 or 1980.

Application forms and further details may be obtained from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, to whom completed forms should be returned as soon as possible and not later than 31st March, 1978. A stamped addressed foolscap envelope must be enclosed.

SECONDARY
Deputy Headships
continued

DEVON
BRISTOL SCHOOL AND COLLEGE
Applications are invited for the Deputy Headship of this 11-16 mixed Comprehensive school. There are, at present, 870 pupils on roll and the sixth form will start in September, 1979.

Application forms and further details are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN. Closing date: 24 March, 1978.

ESSEX
ROBERTSON COUNTY HIGH SCHOOL
Applications are invited for the Deputy Headship of this 11-16 mixed Comprehensive school. There are, at present, 870 pupils on roll and the sixth form will start in September, 1979.

Application forms and further details are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN. Closing date: 24 March, 1978.

HAMPSHIRE
WIMBORNE SCHOOL
Applications are invited for the Deputy Headship of this 11-16 mixed Comprehensive school. There are, at present, 870 pupils on roll and the sixth form will start in September, 1979.

Application forms and further details are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN. Closing date: 24 March, 1978.

HERTFORDSHIRE
ST. ALBAN'S SCHOOL
Applications are invited for the Deputy Headship of this 11-16 mixed Comprehensive school. There are, at present, 870 pupils on roll and the sixth form will start in September, 1979.

Application forms and further details are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN. Closing date: 24 March, 1978.

HUMBERSIDE
AMY JOHNSON HIGH SCHOOL
Applications are invited for the Deputy Headship of this 11-16 mixed Comprehensive school. There are, at present, 870 pupils on roll and the sixth form will start in September, 1979.

Application forms and further details are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN. Closing date: 24 March, 1978.

teaching subject less important than the person who will be responsible for the school's future development. Further details available from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, to whom completed forms should be returned as soon as possible and not later than 31st March, 1978.

HUMBERSIDE
AMY JOHNSON HIGH SCHOOL
Applications are invited for the Deputy Headship of this 11-16 mixed Comprehensive school. There are, at present, 870 pupils on roll and the sixth form will start in September, 1979.

Application forms and further details are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN. Closing date: 24 March, 1978.

KENT
ST. ALBAN'S SCHOOL
Applications are invited for the Deputy Headship of this 11-16 mixed Comprehensive school. There are, at present, 870 pupils on roll and the sixth form will start in September, 1979.

Application forms and further details are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN. Closing date: 24 March, 1978.

NORFOLK
ST. ALBAN'S SCHOOL
Applications are invited for the Deputy Headship of this 11-16 mixed Comprehensive school. There are, at present, 870 pupils on roll and the sixth form will start in September, 1979.

Application forms and further details are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN. Closing date: 24 March, 1978.

NORTHAMPTONSHIRE
ST. ALBAN'S SCHOOL
Applications are invited for the Deputy Headship of this 11-16 mixed Comprehensive school. There are, at present, 870 pupils on roll and the sixth form will start in September, 1979.

Application forms and further details are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN. Closing date: 24 March, 1978.

NOTTINGHAMSHIRE
ST. ALBAN'S SCHOOL
Applications are invited for the Deputy Headship of this 11-16 mixed Comprehensive school. There are, at present, 870 pupils on roll and the sixth form will start in September, 1979.

Application forms and further details are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN. Closing date: 24 March, 1978.

OXFORDSHIRE
ST. ALBAN'S SCHOOL
Applications are invited for the Deputy Headship of this 11-16 mixed Comprehensive school. There are, at present, 870 pupils on roll and the sixth form will start in September, 1979.

STATES OF JERSEY
EDUCATION COMMITTEE

HEADSHIP

ST. HELIER GIRLS' SCHOOL

Roll 920 Group 9 (likely to be Group 10 in 1979)

Required for September, 1978, for this girls' Secondary school, age range 11-16.

Due to move into new premises in 1981.

Closing date 7th April.

Further details and application forms to the Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, C.I.



TEACHING APPOINTMENTS

The Education Committee proposes to re-organise its Secondary Schools at the beginning of the Autumn Term, 1978 into high schools for mixed pupils aged 11-16 and sixth form colleges.

Applications are invited for the following posts of

HEAD TEACHER

(A) Phillips High School (Presently Stand Ghr Grammar School)

Group 9, Five Form Entry
The successful applicant will be expected to take up duties as from September 1978 as acting Head Teacher (Group 10) of Stand Ghr Grammar School (4 form entry with sixth form college).

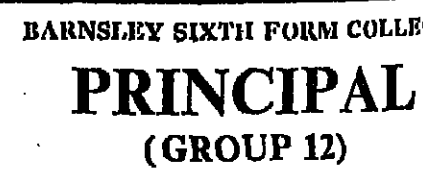
(B) Darby High School (Presently The Darby Grammar School)

Group 10, Six Form Entry
The successful applicant will be appointed from 1st September 1978 as acting Head Teacher (Group 11) of Darby Grammar School (6 form entry with sixth form college).

(C) Woodhey High School

Group 10, Six Form Entry
The appointment will be from 1st September 1978 to the successful applicant for the post of Head Teacher (Group 11) of Woodhey High School (6 form entry with sixth form college).

Application forms together with further information should be sent to the Director of Education, Education Department, Altham House, Market Street, Bury, Lancs OLU 0BN by Tuesday 28th March, 1978.

BARNSELY SIXTH FORM COLLEGE
PRINCIPAL
(GROUP 12)

The Barnsley local education authority is establishing a sixth form college from September, 1979. The college will offer sixth form education to students from 11 comprehensive 11-16 schools serving the Barnsley and Royton townships of the metropolitan borough.

It is anticipated that in 1980, when the college will have students in both sixth form years, there will be 60 approximately.

The authority is anxious to appoint a Principal for September, 1978, to assist in the development and practical work which will be necessary in the period before the opening of the sixth form college and to ensure that the successful applicant will have had experience at a senior level whether in a sixth form college or a tertiary college or in sixth form work in a secondary school.

The numbers of young people taking up sixth form places under the existing arrangements in the area are extremely low by comparison with the regional average and the authority's primary objective in establishing the new college is to improve upon the present position. Thus the authority is anxious to appoint a Principal who is committed to this objective and who is prepared to make progress towards achieving it. The purpose of the post is to ensure that the college has the necessary staff and resources to achieve its objectives.

Although the curriculum of the college has not been determined finally, the authority is keen that it should play an important community role in the area in which it is sited and the Principal will be expected to have sympathy for and an understanding of this aspect of education.

Application forms and further particulars obtainable from and returnable to The Education Officer, 50 Huddersfield Road, Barnsley, by not later than 14 days after the appearance of this advertisement.

BARNSELY
Metropolitan Borough

SECONDARY
Deputy Headships
continued

NORTH YORKSHIRE
COUNCIL
COMPREHENSIVE
SCHOOL
Applications are invited for the Deputy Headship of this 11-16 mixed Comprehensive school. There are, at present, 870 pupils on roll and the sixth form will start in September, 1979.

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BREEZEHILL GIRLS SCHOOL

(The Pyggle, Wellingborough, Northants NN8 4RP)

Required in September, 1978, an

Experienced Teacher

to be responsible for curriculum planning and co-ordination in this developing comprehensive school (Senior Teacher Scale). The first Sixth Year Group will be formed in September and the person appointed will be designated Head of Curriculum Planning and Head of Sixth Year. Evidence of a practical interest in the comprehensive school curriculum and some understanding of time-keeping will be expected from candidates, together with a knowledge of Sixth Form responsibilities. A significant teaching contribution will be required.

Further details and application forms from Headmistress (S.A.E.)

Northamptonshire
Education

County of Cleveland

SECONDARY SCHOOL

COULBY NEWHAM SECONDARY SCHOOL (GROUP 9)

Applications are invited from suitably qualified and experienced teachers for the following posts—

(1) DEPUTY HEAD TEACHER
(2) SECOND MASTER/MISTRESS

This new four form entry (800 places) 11-16 county comprehensive school will open in September, 1978, and the successful applicants will be expected to take up duties at the commencement of the Autumn Term, by arrangement.

The accommodation on the school site includes Youth and Community facilities. Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details are obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than March 31, 1978.

DEPUTY HEAD TEACHER
GROUP 10

BARTLEY GREEN GIRLS' SCHOOL
Barnes Road, B32 3AE
Required for September.

Applications are invited from well-qualified, successful and appropriately experienced teachers across the full ability and age range (11-18).

Especially high personal qualities will be required, including a vigorous outlook and enthusiasm, a capacity to adapt to the existing structure and to contribute to future developments. Duties may include the analysis and development of methods of assessment, the establishment of a positive programme for new entrants, students in middle and upper school, and to develop in this area as a

SECONDARY English continued

HERTFORDSHIRE COUNTY COUNCIL BY ALBANS DIVISION

VEHULAM SCHOOL
Drummond Road, St Albans
SG8 6DQ. Tel: 0438 511111

Required in September for
English at the Secondary level.
A former grammar school,
now developing as a high-achieving
primary school. The school
has a strong sixth form
and is seeking to expand its
provision to the town.

HERTFORDSHIRE COUNTY COUNCIL BISHOPS' HATFIELD GIRLS' SCHOOL

Wood Avenue, Hatfield
AL9 8AA. Tel: 0438 511111

A GRADUATE TEACHER of ENG-
lish is required for September
1978 to share the teaching through-
out the school, including the Sixth
Form.

An active interest in Drama
would be helpful.
The school was, until 1977, a
grammar school. There will be in
September girls of all abilities in
the first and second years.
Applicants should write direct to
the Headmaster, enclosing a cur-
riculum vitae and names of two
references.

HUMBERSIDE EDUCATION COMMITTEE SCUNTHORPE DIVISION FOXHILLS COMPREHENSIVE

Foxhills Road, Scunthorpe
DN10 1JH. Tel: 01755 511111

Required in September 1978, a
graduate teacher to teach English
at the Secondary level. The school
has a strong sixth form and is
seeking to expand its provision
to the town.

A Graduate Teacher of ENG-
lish is required for September
1978 to share the teaching through-
out the school, including the Sixth
Form.

KENT COUNTY COUNCIL GRAVESEND DIVISION

THE GRANGE SCHOOL
The Grange, Grays, Essex
SS11 1JH. Tel: 0474 511111

Required from September 1978, a
graduate teacher to teach English
at the Secondary level. The school
has a strong sixth form and is
seeking to expand its provision
to the town.

Interested candidates are invited
to make application to the Head-
master, enclosing a curriculum vitae
and names of two references.

DOVER DIVISION DEAL SECONDARY SCHOOL

Deal, Kent. Tel: 01322 511111

Required from September 1978, a
graduate teacher to teach English
at the Secondary level. The school
has a strong sixth form and is
seeking to expand its provision
to the town.

Interested candidates are invited
to make application to the Head-
master, enclosing a curriculum vitae
and names of two references.

It is hoped that the successful
candidate will be able to partici-
pate in the organisation and de-
velopment of the school within the
next few years.

Applicants should write direct to
the Headmaster, enclosing a cur-
riculum vitae and names of two
references.

MAIDSTONE DIVISION MAIDSTONE SCHOOL

Maidshead Road, Maidstone
ME14 1JH. Tel: 0622 511111

Required from September 1978, a
graduate teacher to teach English
at the Secondary level. The school
has a strong sixth form and is
seeking to expand its provision
to the town.

Interested candidates are invited
to make application to the Head-
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LEICESTERSHIRE

OSNEY COMMUNITY COLLEGE

Osney Road, Leicester
LE1 7JH. Tel: 0533 511111

A newly opened 5.18 Upper
School and Community College,
with approximately 400 pupils,
is seeking to expand its provision
to the town.

Applicants should write direct to
the Headmaster, enclosing a cur-
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THE TIMES Higher Education SUPPLEMENT

Obtainable at newsagents every Friday—Price 20p

CONTINUED ON PAGE 55

EXTRA School visits



Schoolchildren filling in their question sheets on a visit to the Tower of London

A present of the past

At the start of another school visits season Tom Hastie makes a selection of museums and historic buildings where education services are available

It is many years since teachers dis-
carded the view that pupils should
play a passive role in learning, yet
only in the last 10 to 15 years
have staff in museums and historic
buildings encouraged young visitors
to be active learners. Most museums
now have vigorous educational de-
partments and so have many histo-
ric buildings—the Tower of London
is a particularly outstanding

Many places produce work-
sheets, packs or schemes of work
for young visitors so that they may
derive more benefit from their
visit and their seeing and possibly
handling objects made and used by

Among London teachers and
pupils, the Gellie Museum is a
well-established favourite. It has
a wide variety of educational ser-
vices, including replica costumes
which can be worn by children and
cooking recipes from the past which
can be tried out later at school or
home. It has worksheets, too;
worksheets which really require
pupils to look at the exhibits. For
example, one worksheet has draw-
ings of items from the same period
room, with one "odd one out" item
which the children have to spot.

The National Maritime Museum
in Greenwich also has a helpful
educational department, called "The
Museum at Longon, Stoke-on-
Trent, a former nineteenth century
pottery, is a product of that grow-
ing interest and offers rich mate-
rial for pupils studying topics as
varied as the Industrial Revolution,
economic history, living conditions,
ceramics, chemistry, geology and
the development of sanitation. The
museum offers little in the way of
worksheets, but has two short
trails and can offer guides to
show parties round. Gladstone was
reclined Museum of the Year in
1976.

ZooEd is the Education Depart-
ment of Edinburgh Zoo and offers
a good range of study programmes
on specific topics (camouflage,
whales, Scottish wildlife, and well-
known historical figures). ZooEd
also requires a good standard of
literacy. As with most museum
visits, the emphasis is on
learning through the eyes
rather than on testing their ability
to read gallery captions.

The Museum of Mankind in

Burlington Gardens is the ethno-
graphy department of the British
Museum and is useful for pupils
studying traditional societies, say,
the Yoruba in Africa or the
Hawaiians, as part of a world history
course or studies in anthropology
or human geography. Again, there
are worksheets for pupils and lux-
urious information booklets for
teachers. The British Museum has
long been regarded as an academic
preserve and it is tempting to see
at least one department aware of
inquisitive children and their
needs.

The increasing popularity of
boating is no doubt reflected in the
opening of the Bxeter Maritime
Museum in 1977, many of which
can be boarded. The craft are not
the playthings of affluent societies,
but working craft used by men
somewhere, sometime to make a
living. Their variety of forms and
purposes and their different equip-
ment can open the door to many
an integrated study or project on
water transport. The museum pro-
vides a useful teachers' guide con-
sisting of 70 questions and answers,
from which teachers can compile
their own worksheets.

The emphasis on social and
economic history in schools since
the Second World War has
obviously been a factor in the cur-
rent interest in industrial archaeol-
ogy. The Gladstone Pottery
Museum at Longon, Stoke-on-
Trent, a former nineteenth century
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The Museum of Mankind in

now possible, however, to visit
Worsley Village and see and learn
at first hand about the origins of
the canal. Three worksheets for the
middle school range are available
at a penny each from Lorne
Brothers at Worsley and further
services will be made available this
year.

Longlet House is practically a
household word but teachers may
not know of its educational facili-
ties. The house includes two study
packs, one about domestic servants,
called "Unstaid, Downstairs"; the
other, "Books, Costumes and
Heraldry", makes a brave attempt
to put flesh on some of the Long-
let exhibits.

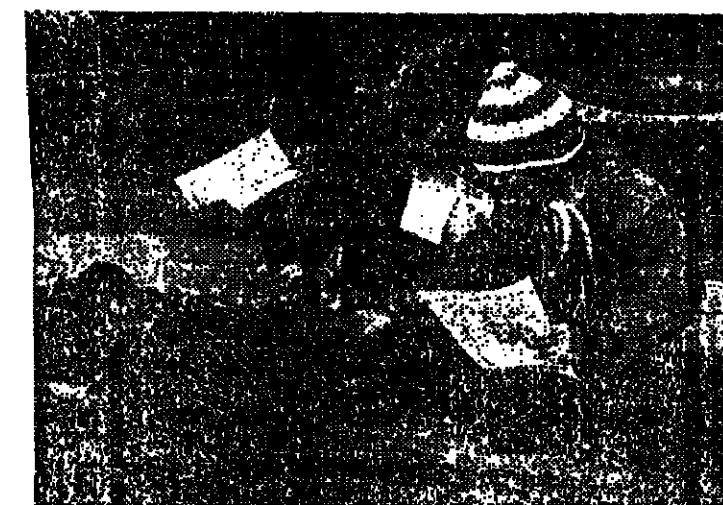
Woburn Abbey also provides
educational material, including
copious teachers' notes on the his-
tory of the Russell family, costume,
the mature trail and Woburn Vil-
lage as well as worksheets for
pupils from infants to sixth-
formers. Blenheim Palace has still
to see the light and the only mat-
erial available for schools (apart
from official guides) appears to be
a three-page duplicated history of
the place.

It is salutary that we be
reminded that in spite of technol-
ogical miracles man is still kept
alive by what grows on a thin layer
of soil on the earth's surface. The
Royal Agricultural Society of Eng-
land runs the National Agricultural
Centre at Stoneleigh in which
children can see and study domes-
tic animals, farming and the
countryside. There is a modest but
helpful pack available for school
visits, which includes information
on bees and dry stone walling.

Teachers who do not know the
Imperial War Museum are some-
times surprised to discover that it
is concerned not merely with the
military aspects of war, but with
war as a phenomenon affecting
life-styles, literature and art. The
education department arranges
conferences, exhibitions, lectures
and film shows on themes as
various as women's emancipation,
war poets, techniques of propa-
ganda, Fascism, while regular
showings of rare archive material
and documentaries are a boon to
history teachers. There is also a
good variety of worksheets and
documentary fascimiles.

Budeley Castle welcomes school
continued overleaf

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November to February, 10 a.m. to dusk (last tickets 5.30 p.m. or 1 hour
before dusk if earlier). Free parking.

For further information on educational visits and details of special group rates
contact the Education Officer at your nearest Centre.

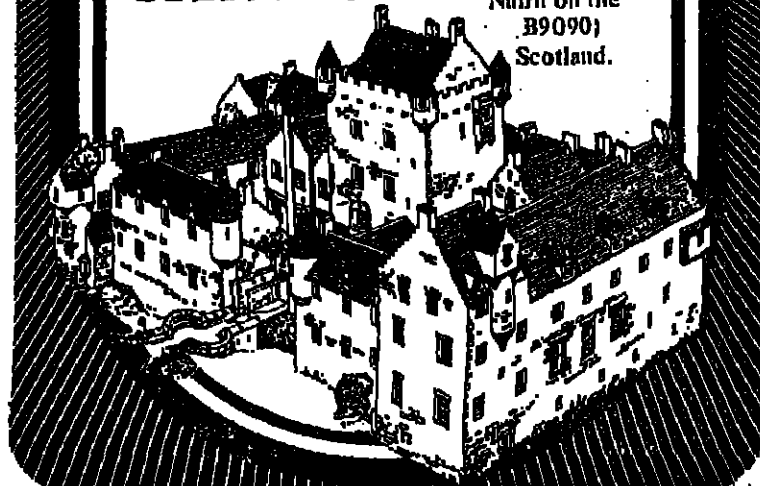
The Estate Office, Room 5178, Stratfield Saye House,
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The YHA have moved into the school party business. Tim Albert reports

A roof over our heads

Wilderhope Manor, near Much Wenlock, in Shropshire, has, from the outside, changed little since it was built for the local lord of the manor in 1583. But whereas its early days were marked by the muffled tread of the gentry, today its renovated interior rings to the clump of walking boots and the scuffling of adolescent feet.

For several decades now Wilderhope Manor has been one of the 262 hostels operated in England and Wales by the Youth Hostels Association. During the next few months it is going to be "upgraded" to a field study hostel, and thus considered particularly suitable for school trips.

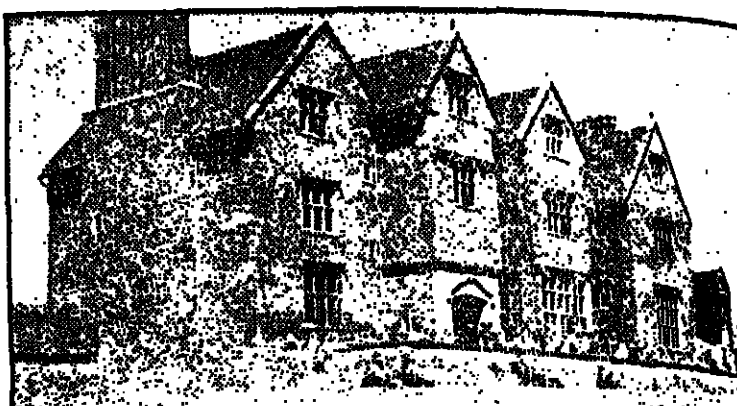
It will join another 22 such specially designated hostels. Apart from special rates, these have special facilities such as classrooms, books, maps, fishing nets or geological hammers, and enable school parties to undertake low cost study tours of such things as the Northumberland Coast, the Pennine dales, the rivers of the Cotswolds, or the plant and animal life off the Dorset Coast.

The recent growth in the number of these special hostels reflects the policy of the Youth Hostels Association to attract school parties, both to keep up demand during the usually quiet periods of term time, and to attract potential customers for the Easter and Summer holidays.

The youth hostels movement was started in 1909 by a school teacher in Germany, and made little impact in this country until the 1930s. Now the 262 hostels in England and Wales include 30 in the Lake District, 17 in Snowdonia, and four in London, and they range from huts where you must fetch your water from the stream to former hotels still with their fitted carpets.

About two dozen are purpose built; the rest are in a variety of press-ganged accommodation from a seventeenth-century mill in Cambridge to a Norman castle in the Wye Valley.

The original idea was to provide cheap basic accommodation for healthy young folk on walking or cycling tours. Nowadays they are divided into four main categories—simple, standard, superior and special—and the nightly cost varies accordingly. Most of the accommodation is "standard", though, and here the current charges are 75p a night for five to



Wilderhope Manor youth hostel, Shropshire, a sixteenth-century building belonging to the National Trust.

15-year-olds, 90p for 16 to 20-year-olds, and £1.10 for 21-year-olds and over.

Meals are equally cheap. A cooked breakfast costs 70p and an evening meal 90p, though the association is becoming worried about the increasing trend for parties to cater for themselves. Guests in the hostels must be members, though they can join "on the door". Accommodation is nearly always communal, with separate dormitories for boys and girls. Teachers have to sleep in the dormitories, but some find that this makes for a quieter night all round. Mattresses, pillows and blankets are provided, though if would-be guests do not bring their own sleeping bags they have to hire them when they arrive. Most hostels have a married couple as wardens.

To the outsider (of which I am firmly one) it seems a curious mixture of heartiness and austerity, with rules such as no alcohol or dogs in the hostels, lights out by 10.45, and a maximum of three nights in each hostel. Until a few years ago people who were held enough to arrive in motor cars were not given accommodation.

Indeed, the association seems happy to accept an old-fashioned image. "Some people think we are rather puritan", says Evelyn Durant, one of the public relations officers. "But that can be to our advantage. Mothers of young girls will allow them to go hostelling knowing full well they will be put

in a dormitory with other girls. We are not really trying to update our image, though if there is a demand from our members then we will do so."

The YHA, a registered charity, has its headquarters at St Albans, where about 50 members of staff handle finances, administration, membership, publicity and adventure holidays. The finance comes mainly from membership fees, which currently are 35p per year for five to 15-year-olds, £1.50 for 16 to 20-year-olds, and £2.50 for those aged 21 and over.

The number of 16 to 20-year-olds, however, is declining. "We don't know why", says Evelyn Durant. "We hope it is because membership was too expensive, or we haven't raised it as much for them as for other groups." But generally things seem to be flourishing at the moment, probably because of inflation and the fact that people can't afford anything else, but we like to say it's the quality of the product of course."

The 1976 figures show a total of 1.9 million overnight stays and over 277,000 members. School parties made up 26 per cent of overnight stays during the year, and the association employs an education officer. They also run short courses for party leaders and provide a booklet which gives full information and hints on what to do: "Please remember that your party should never be left unsupervised in the hostel or they will probably get up to mischief," it warns at one point.

One school that has taken advantage of the educational side of the YHA is Ridgeway Middle School in Redditch, which has taken some 50 parties of 12 and 13-year-olds on youth hostelling trips in the past 30 months.

One of the organising teachers is John Jervis. "We mainly go for weekends," he says. "We go walking, exploring, visiting places of interest. We also go for the experience of community living, which is rather important."

We find that youth hostels provide a way of doing this kind of thing that is reasonably priced. The only other way—but camping—would be prohibitively expensive and at least this way we have the advantage of a roof over our heads and a good solid meal at the end of the day."

Worsley, Manchester. (061) 794 1441. Gladstone Pottery Museum, Uttoxeter: Road, Linton, Stoke-on-Trent (0782 319232).

Longest House, Warmistoe, Wiltshire. (09853 551). Blenheim Palace, Woodstock, Oxford. (0993 811325).

National Agricultural Centre, Stoneleigh, Kenilworth, Warwickshire. (0203 56151). Woburn Abbey, Woburn, Bedfordshire. (052525 666).

The Imperial War Museum, Lambeth Road, London, SE1. (01-735 8922).

Sudeley Castle, Winchcombe, Gloucestershire. (0424 602308). Dodding House, Dodding, Chipping Sodbury, Bristol. (01453 318899).

Victoria and Albert Museum, Cromwell Road, London, SW7. (01-589 6371).

Tom Haste is Warden of the ILEA History and Social Science Teachers' Centre.

Come into the garden

By Sally Festing

Will the average school child under 16 enjoy historical gardens or are they, rather like olives and avocado pears, a taste that develops in its own time?

Certainly the litch to garden tends to mature late. Yet gardens provide a certain atmosphere, room to move about in and relative peace to make unburied drawings or scaled plans. Perhaps the important point is whether one would ever have enjoyed avocado pears at all without the first tentative sample. And we have this great heritage of gardens. We glimpse the park gates as we hurtle down a highway or see a clump of trees piercing the skyline, but, though they are the envy of the rest of the world, we often take them for granted. Yet they provide a wealth of teaching opportunities.

The rolling seas of green lawn at Fountains, poetic vistas at Stourhead or the gay grandeur of the great foot avenues at Hampton Court cannot be seen in isolation from the historical, social, political, horticultural and artistic values that get the rise to them. Each is a particular response to many influences and, like the country houses themselves, a total expression of the ages they belong to.

John Hodgson is Education Officer to the National Trust at Sudbury (Derbyshire), where a series of 14 sheets called *Enjoying the Gardens at Sudbury Hall* has been designed by a former biology mistress. The sheets have been based on age groups and seasonal seasons and are chiefly geared to the history and plants, so they do not exploit the historical angle fully—something John Hodgson is very much aware of. "The Trust is hoping to expand this side of things," he says. "We are anxious to develop educational work in relation to gardens."

Choice of gardens for educational visits will be governed by a school's locality and the particular slant a teacher wants to take. There are



A woodland garden

the great botanic gardens—Kew, Oxford, Edinburgh—open year round to the public at no cost at all, and the well-known adjuncts to palaces and stately homes are now mostly owned by the Department of the Environment or the National Trust. Then there are the remains of what were once great gardens in municipal parks or open spaces—a grove, the contours of an ha-hu or a dilapidated folly. There are almost bound to be some such remnants near the school, and it is always worth exploiting the neighbourhood, perhaps by following up a trip to a famous garden by exploring one children have daily contact with.

What are groves anyway? In many ways absurdities. When were they first built? In China, way back in pre-Christian times. How did they come to Britain? Via Europe: the grove began in the Seventeenth Century with Pope's

famous grove at Twickenham. What were they used for? Housing, zoological specimens, gambling, feasting, taking cold baths or for access to another part of a garden. John Evelyn is said to have stumped in his (cut Wotton). Then, what is a ha-hu?

So much can arise from so little, but if a garden (or anything else) is to have educational impact what pupils see needs to be linked with classroom experience—the just, a busy preparation for the outing but closely related to what they have been studying in depth and over a period of time.

Kew is an absolute gold mine. For those studying ancient history, tropical house 15 sports the symbolic lotus (actually a waterlily) and the great mop-headed papyrus which was practically synonymous with the Egyptian way of life, so many uses were found for its fibres, flowers, bristles and gum.

There is any amount of material for botany or plant history, opening up the subject of when and how plants were introduced into this country. Even the twisted river-side chestnuts and the rhododendron dell take on a new aspect in the context of the wrangle between Capability Brown who planted them, and William Chambers, his arch competitor, who was responsible for the pagoda, ruined arch and smattering of temples. Contemporary newspapers were rife with the battle between these two.

The Queen's garden created on the north of Kew Palace in the style of the 1630s has been stocked as far as possible with garden flowers of the period. Though only a reproduction and slightly overpowered by London's gas towers, it is a gem in instructional terms. The marterwort with its fountain, placed in the garden, is a monument wound with a spiral path and garbure were all popular features at a time when great gar-

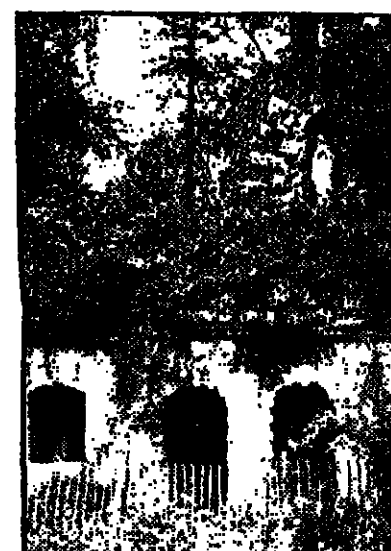
deners wagged beards above white ruffs, tended their plants in regular geometrical form.

At Ham House in Richmond the National Trust is reconstructing a seventeenth-century garden while in Clarendon's Landscape Park, outside Esher, one of the greatest and most influential gardens of the eighteenth century, a wild tangle of rhododendrons has been hacked away, the luke edged with elm, an island temple reconstructed and the vast amphitheatre bulldozed out of the hillside again.

Clarendon, Stourhead, Blenheim and Petworth are among many gardens where design stretched beyond a mere branch of architecture into the realm of fine arts. As such they represent England's unique contribution to garden form. If those in the process of being remade inevitably go through the denuded stage, we are fortunate that so many others remain much as they were 200 years or more ago when they were first laid out by Brown and his followers.

Each has its own special atmosphere to experience as, totally immersed, one travels back in time. For details of sites, opening times and party arrangements see *Historic Houses, Castles and Gardens*, 60p, from ABC Travel Guides Ltd, Old Hill, Dunstable, Bedfordshire, or

most newspapers, and the National Trust's *Properties Open*, 20p, from any Trust property or free to members. Better still is the new edition of the *National Trust Guide*, £7.95 from the Trust or public libraries, with full coherent details and many illustrations.



The eighteenth-century grove at Carsholme House, Surrey



The Queen's garden at Kew. In the style of the 1630s, it has been stocked as far as possible with flowers of the period.

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Walking in high lands

Patrick Nethercot takes a party of juniors up Great Gable

Walking eighty miles or so up and down mountains of various heights and degrees of steepness may not be everyone's idea of enjoyment, but once the bug has bitten, the addiction seems to be long-lasting.

For some years I have taken groups of fourth year junior boys walking in the Lake District for a week each spring. The Cumbrian weather being rather unpredictable, the party uses youth hostels which guarantee a hot meal and a dry bed, comforts more suitable for the age group taken rather than the rigours of going under canvas, especially after perhaps eight hours of torrential rain.

The key to success is planning in advance. This includes alternative routes for bad weather etc. to maintain flexibility. Time spent in reconnaissance is never wasted. Ideally, walk the intended route beforehand. Filling that good map (the 1:25000 series is excellent) and reputable route guides are a reasonable second hand.

One should never venture onto the fells, certainly not with children, without suitable clothing and footwear or map and compass and the knowledge of how to use them. Weather changes rapidly, so the value of knowing the route to be taken is overstated. This should be planned to allow ample time to

reach the next hostel, bearing in mind that the more rugged the terrain becomes, the shorter the distance will need to be.

On flat routes, I have found that boys of this age group can comfortably cover up to 14 miles between 10 am and 5 pm, the hours that hostels are closed. In more mountainous country, it takes us that time to cover only half that distance. The children will not enjoy their day if they are too rushed. When planning the route it is necessary to bear in mind the hostels' closing times.

An important factor is the size of the party. Many parties I have seen in the Lake District have been too large. There are many pressures on organisers: take large groups, the main one being the cost of transport, but in my opinion the advantages of keeping numbers down greatly outweigh the disadvantages. One can use smaller hostels, which means that a much greater variety of routes is available; a small party is easier to control in safety when on the tops; it makes for a more informal atmosphere within the group in the hostels rather than maintaining a school-like teacher distance (important considering that for most, this will be their first time away from their families); flexibility in plan-

ning is greater as public transport can be easily used.

I remember well a large party of children arriving in Bank Holiday week at 4.30 pm at Ashdale Gate; the teacher in charge looking to get them all on the launch to Kendal in addition to the plentiful general public and my own pre-booked party. Eventually, the tired and unhappy party set off to walk.

The value of detailed advance planning cannot be overestimated. I have found that for my purposes, a party of 15 boys and two adults strikes the best balance between sharing fixed costs and the advantages outlined above.

For those travelling further, a possible strategy is to open up groups walking the same route from opposite ends. This would halve the unit transport cost while keeping each group small. During term time, it is possible for school parties to use hostels without the children being members, although the fee that if one is using the facilities of the organisation, it is only common courtesy for all the party to be members. The extra effort is small. The children are proud of their cards, read the handbook avidly and are excited each time *Hustling News* arrives at home.

continued on page 51

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Forest, that excavations have been most extensive. Here a replica of an Anglo-Saxon village is being erected, and three dwellings built in various ways are already standing. You can take a school party to see them by arrangement with Richard Darrah, who is in charge of the excavations and who lives at 3 Widenham Cottage, West Stow, Bury St Edmunds, Suffolk IP19 2ST. He is available on any day except Wednesdays.

The original settlement seems to have been deserted during the seventh century and the land was ploughed throughout the medieval era until around 1300 AD, when a great unknown buried the whole hill. The excavators found traces of the village covered by several metres of silt, which lay in a broad belt below today's copse. This discovery was not exceptional—even more

substantial buildings than Anglo-Saxon huts were buried by sand drifts. In 1688, Stunton Downham church was completely covered. Even today, despite forestry planting, a high wind can blow sand into banks that cover fences.

The sand storms are one reason why the Breckland has never been extensively farmed. Before it was taken over by the Forestry Commission much of it was given up to game reserves in the hands of the large estate owners. Before that, and indeed right through the Middle Ages, the main crop of the area was rabbits. The warrens were a valuable source of meat (for centuries rabbits were considered a greater delicacy than chicken), and in later years the animals' pelts were used to make top hats, once the staple industry of Brandon. A fifteenth-century flint building once used by the Forest's chief warden, stands one and a half miles to the west of that town on the Brandon road. It is sign-posted as an ancient monument and can be viewed at any time.

In our own time, the main use of the Breckland is a sad one, for the army controls an even greater area of it than the Forestry does. Although this in no way affects visitors who seek out the wide places mentioned, no one who is not on official business can go into the vast acres of army controlled land that lie to the north-east of Thetford, and which are continuously being used for firing practice with live ammunition. This region unfortunately includes the Breckland meads, which were the sites of pre-historic lakes villages, and which are linked by some of the oldest trackways in the country.

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This kind of holiday need not be confined to the Lake District. Any area where there are hostels crowded sufficiently close together

can make this possible. The Pennines, the Yorkshire Dales, the Peak District, North Wales and South Devon are some examples. Scotland, too, provides ample routes.

Having decided where to go and how many to take, an estimate of the cost should be worked out. The cost should account of the following: membership fees, hostel overnight fees, transport, breakfasts and packed lunches for the whole party, sheet sleeping bags, hire of a tent, transport (in hostels, transport is provided for the holiday area, any transport (bus or boat etc) during the holiday, insurance (available through the YHA) and some cash in hand for the odd unforeseen expense and for emergencies.

I have twice taken a party of 15 boys and two adults to the Lake District. I have found that for my purposes, a party of 15 boys and two adults strikes the best balance between sharing fixed costs and the advantages outlined above.

For those travelling further, a possible strategy is to open up groups walking the same route from opposite ends. This would halve the unit transport cost while keeping each group small. During term time, it is possible for school parties to use hostels without the children being members, although the fee that if one is using the facilities of the organisation, it is only common courtesy for all the party to be members. The extra effort is small. The children are proud of their cards, read the handbook avidly and are excited each time *Hustling News* arrives at home.

Patrick Nethercot will be Deputy Head of Burnell Primary School, Sunderland, after Easter.

One of the parents can be appointed as liaison officer for the group and all information should be passed on to him while the group is away. Parents are not hungry for news, and it is not practicable to receive phone calls or letters. When all the money is collected, the balance should be sent to the hostels. The YHA publishes a useful booklet for teachers intending to take parties away and this is worth a look.

It is worth it? For children from a northern industrial town, it is often an unforgettable experience. By taking part in new activities, learning about new things and taking great personal responsibility in a changing environment, each boy builds up his character and broadens his outlook on life. One boy, having climbed Mole with Pike via the very steep Wansdale route said: "I would never have thought I could do it." After a day on the tops, culminating in the summit of Great Gable, another boy wrote in his diary: "This has been the most wonderful day of my life."

Abbot Hall was designed by John Carr of York and built in 1779. Owned by a succession of families until Kendal Corporation bought it in 1927, it was almost completely ruined by fire in 1930. The house remained almost unoccupied until the 1950s when the Lake District Art Gallery Trust began raising funds for restoration and conversion into an arts centre. This opened in 1962; to their great credit, the gallery has since been completed with period furniture and paintings.

Among artists represented there are Romney, Sir Joshua Reynolds, Turner and Ruskin. Furniture includes cabinets, a Sheraton desk, a Georgian harp and a trunk made in 18th-century style.

The upper floor is given over to more modern work—exhibitions by contemporary local artists, a permanent collection including work by Robert Rauschenberg and Barbara Hepworth. There is also a large display of drawings by John Haden of nearby Brathay Hall, whose keen eye and often caricatured pen provide a fascinating picture of upper-middle-class Lakeland life in a pre-photographic age. Local craftsmen represented include the late Bert Smith, of Conistone, whose violin-making was acclaimed the world over. The gallery includes a café and a lift for the disabled; school children are admitted free and a school-leavers scheme provides a selection of items for schools in Cumbria.

Across the courtyard in what was once the stables and coach house block, the Museum of Lakeland Life and Industry has won international recognition and was named museum of the year in 1973. It opened in 1971, and the director, Miss Mary Burket, toured Europe to collect the objects for the planning stage, notably the folk collections in Scandinavia. She returned, convinced of the need to get away from the labyrinthine, open-plan layout in which the visitor is totally lost. The result is a series of striking rooms and displays in stone and natural wood which show the exhibits to their

best advantage. The collection includes a series of photographs showing man's impact on Lakeland from Roman fort building, via quarries, reservoirs and railways, to motorway construction, a display of kitchen equipment with washboards, chairs and wooden plates, and a room of nineteenth-century dresses. Two complete rooms have been restored as a typical 1900 parlour and bedroom. There are large displays of equipment used by printers, blacksmiths, wheelwrights, garage mechanics complete with magnificent 1912 motorcycle—wrenches, minors, bootmakers and farmers.

The host of agricultural equipment includes a portable sheepclip, a threshing machine and some alarming rat and gin traps. Budding scientists can study hydraulic equipment and mill machinery, water pumps and a steam heated garment press. A four-room annex, not yet completed, houses dolls, toys, pottery and wood-carving and a collection of recent photographs.

Teachers would be well advised to pay an advance visit, although both the gallery and the museum sell an extensive array of brochures, postcards and information sheets, and the labelling of the exhibits is unusually good. Specialist literature for schools is currently being revised and there will be a school's pack in due course.

Meanwhile, regular parties of children come from as far as Sussex and Hampshire, and overall attendance figures are rising at an encouraging rate. The 37,000 in 1972 had risen to 50,000 even in the drought year 1976. The director aims for a combined museum-gallery figure of 100,000, so additional school parties will be very welcome. Advance notice is requested, and guided tours can be arranged if desired and booked in advance.

The museum in particular will be valuable for children from an urban background who know little or nothing of rural life. The staff are used to answering a wide variety of questions, and where does milk come from? to those of a technical mechanical nature, as well as dealing with some eccentric individual children—like the boy from Whitehaven who arrived clutching his pet goldfish and was not prepared to let them out of his sight!

The Abbot Hall complex continues to grow in scope and variety. Acquisitions steadily increase: it places host to a number of travelling exhibitions—75,000 came in the year of the "Elizabethan R" costumes—there is a growing list of publications, lectures and other events, and it runs the Northern Arts exhibition service which distributes displays in places in the north which would otherwise have no gallery facilities. The branch museum at Hawkshead Courthouse, on the Bowness Fells, attracts an increasing number of school groups.

Most important of all, the museum and gallery trusts are about to combine and take over the management of the Kendal Borough Museum. This includes a comprehensive

Lakeland life

Nigel Richardson visits Kendal's museum

The Southern Lakes, with their fine scenery and large number of youth hostels and field centres, have long been a favourite venue for geography and biology field courses.

A school wanting to provide a day out, or a longer stay of a more varied nature, will find the town of Kendal an excellent area of study.

Six miles from the M6 at exit 36, Kendal originally grew up around the medieval wool industry. It has more recently been known for boot and shoe manufacture, light engineering and its famous mintcake. It boasts a thirteenth-century castle which, although now only fragmentary, makes an impressive sight with its hilltop weathered battlements and overgrown walls.

Within a mile of the castle, the south lies Levens Hall, an Elizabethan mansion with topiary garden and steam collection, Sizergh Castle, home of the Strickland family for 700 years, Holker Hall and Furness Abbey. Ruskin's home at Brantwood lies to the west by Conistone Water with much of his work and many of his possessions on show.

But the most promising visitor centre is found on a spacious riverside site at the southern end of Kendal, comprising the parish church, the Abbot Hall art gallery and the Museum of Lakeland Life and Industry.

Kendal church, with its five aisles, is said to be the fifth largest parish church in England. Congregations once averaged well over 1,700. Built mostly in the later medieval period, it includes a pre-Norman cross shaft which may be as early as eighth century, a number of private tombs and brasses, a fifteenth-century black marble font and the only ring of 10 bells in the county. The woodwork is mostly Victorian and the new altar arrangement, introduced in 1969 in accordance with current church practice, makes the building an interesting place for a young school group studying church life through the centuries.

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North Wales Quarrying Museum, Llanberis, Gwynedd.

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For further information, write to the Museum Schools Service, National Museum of Wales, Cathays Park, Cardiff.

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A lively meeting place

Nancy Davey gleams the social history of Dundee's Howff cemetery

One of the most popular venues for visiting school parties in Dundee is the Howff, an old cemetery in the heart of the city, which was given to the people in the sixteenth century by Mary Queen of Scots. The gravestones give an insight into the social history of the area and also indicate changing fashions over the past few centuries.

There is a variety of tombstones, casket types as well as the more conventional upright design, in materials ranging from locally quarried stone to Aberdeen granite and Italian marble to iron.

Dundee merchants and masons lie side by side with former provosts, local celebrities and national figures such as James Chalmers of postage stamp fame. Many stones carry the signs and symbols of the nine trades of Dundee showing the importance of the old craft associations. Members of these associations met in the cemetery at their own appointed place long before

the opening of the Trades Hall—hence the name Howff which means a meeting place. As well as indicating the social make-up of the town, the listed occupations remind us of jobs which have gone into decline—shoemakers, hammersmen and sailmakers.

Pupils enjoy looking for the different styles of lettering and listing the biblical names which were once so fashionable. They can make sketches of the signs of death, especially the skulls and bones and Father Time, and can work out the infant mortality rates and see if these coincide with outbreaks of cholera. Stone rubbings can be taken and classes can try their hands at composing epitaphs.

Far from being depressing, the cemetery can be the inspiration for original work. The museum education service provides an illustrated guidebook for teachers and activity sheets for the pupils to use in the cemetery. The school loan service provides related material for follow-up work back in school.



Photographs by courtesy of Dundee Museums and Art Galleries.

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for diverting funds away from London, and for the establishment of a combined museum and cultural centre which would provide school visit facilities perhaps unequalled in variety in the British Isles.

Addresses:
Abbot Hall Art Gallery, Museum of Lakeland Life and Industry, Abbot Hall, Kendal, Cumbria, LA9 5AL. Tel: 0539 22464.
Tourist Bureau, Town Hall, Kendal, Cumbria. Tel: 0539 23648.

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The science fairs of '78

Alec M. Hughes describes the youth activities of the British Association for the Advancement of Science

The British Association for the Advancement of Science is best known for its great one-week annual meeting, first convened in 1831. Less well known are its branch activities which attract a six-figure total audience throughout the year.

Their start in 1959 also marked the beginning of the BA youth activities when the newly formed Young Scientists found their largest and most responsive audiences among 16 and 18-year-old students. Local programmes were soon arranged with the BA meetings.

Currently, the BA youth activities are organized by the BA for young people—whereas the essential feature of BAYS with which the Young Scientists is an integral part of one of Britain's oldest scientific bodies and also emphasises their freedom to organize their own activities.

While individual BAYS members have participated in science and technology fairs these are events organized by the BA for young people—whereas the essential feature of BAYS with which the Young Scientists is an integral part of one of Britain's oldest scientific bodies and also emphasises their freedom to organize their own activities.

This policy has been well justified in practice. There are now some eighty branches with a five figure total membership. Each BAYS branch organises its own programme of lectures, film programmes, visits, social events and occasionally projects. Groups of BAYS branches have worked together to arrange regional events and it was the West Yorkshire group which organised what was to become the first of a series of BAYS mini-meetings—an annual residential conference.

In 1978 the mini-meeting will be held in Goldsmiths College, London, from March 28-31. These mini-meetings are of great importance to the relevance of education in the needs of young people in our contemporary science-based technological society. In the last two years BAYS members from all over the country have been joined by a few students from Sweden and what began as a regional event is beginning to assume an international character.

Nor is this the total of BAYS activities. The Royal Society has generously supported a series of five lectures each year, each by a leading scientist. The first, in April, 1969, and when the first mini-meeting was held, was by Professor Alan R. Battersby, of Cambridge, on "The Chemistry of Life". In Jersey on March 20 there will have been such mini-meetings in 33 towns and cities.

The willingness of the most eminent in British science and technology to address young audiences is a feature much envied by youth science organizations abroad, many of whom have come to the British Association to inquire about BAYS activities.

If BAYS members have the opportunity to organise their own events they also appreciate the benefits of being members of the British Association in their own right. One of the advantages this brings is the eligibility to attend the great annual meeting, which will be held this year in the University of Bath from September 4-8.

It is significant that it has been the expressed wish of BAYS members, through the BAYS Committee (the national committee on which they enjoy a majority and whose office as a member of the council of the BA), that BAYS events as such at the annual meeting be limited to the Royal Society BAYS lecture to enable the BAYS members to participate fully in the main proceedings of the meeting. And those

two common errors. She talked of the valuable work of the British Association of Young Scientists and of their link with science and technology fairs. The nomenclature is important for the significance of the title British Association Young Scientists is that it both identifies the members as an integral part of one of Britain's oldest scientific bodies and also emphasises their freedom to organize their own activities.

proceedings are themselves being influenced by the growth of the BAYS organization and the increasing participation of BAYS members in section and other committees. The meeting as a whole has, in recent years, placed increasing emphasis on interdisciplinary discussion (this year there will be symposia on environmental sciences, arthritis and rheumatism, and feeding the nation, and the 16 sections which range from physics and mathematics to sociology, geography, economics, and education, offer a vast range of lectures and other features).

Supplement all these activities with film programmes, field excursions and social events, launch it all with the presidential address by Professor Dorothy Hodgkin, the internationally distinguished crystallographer, and you have one of the major events in the international scientific calendar and an event of wide appeal to teacher and student alike.

See Britain at Work. By Angela Lansbury. Exley Publications. £4.95. ISBN 0 905521 03.

See Britain at Work. By Angela Lansbury. Exley Publications. £4.95. ISBN 0 905521 03.

Watching the workers

Shirley Toulson

See Britain at Work. By Angela Lansbury.

Exley Publications. £4.95. ISBN 0 905521 03.

The opportunities for watching other people at work and for learning something of their skills are readily available for those with some initial information. Angela Lansbury provides it. In this useful guide she lists 300 factories and craft workshops that arrange tours for industry visitors and school parties, and in a most helpful introduction, she suggests how you can go on to find further places for yourself.

For the purpose of the guide she has divided England into four parts (Scotland and Wales are treated separately) so that every reader will soon be able to discover half a dozen places at least that are easily accessible on a day trip. Each entry is clearly informative, and the factual details (Exact location, visiting arrangements and numbers of visitors that can be accommodated) are supplemented by photographs of craftsmen at work and of technical industrial processes.

If you want to look at a nuclear reactor or a potter's wheel, this guide will tell you how to get about it, as well as explaining how you can arrange to see people at work in local government service, in a newspaper office, in a shoe factory or on a farm. One or two museums which specialise in bygone connected with their local industries are also listed.

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Adults 20p. Students 10p.

Children 5p.

Free Car Park.

North

Northumberland Coast

BAMBOURGH CASTLE

Schools Special.

Guided Tours

outside normal

viewing hours at

concessionary rates.

Custodian—Bamburgh 208.

BLUEBELL

RAILWAY

operates steam trains between

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Keynes. Timetable and Educational

literature available. Send

S.A.E. to Sheffield Park Sta-

tion, Nr. Uckfield, East Sussex.

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SYON PARK

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An

Educational Day

The Gardens Aviary/

Aquarium

The London Transport

Collection

The World of Motoring

The Toy and Doll Museum

Syon House—pm, Sunday

to Thursday

For details

phone 01-560-0882.

LITTLECOTE

HOUSE,

HUNGERFORD,

BERKS.

Historic Tudor Manor. Unique Crom-

SEX

E HAIT.

Full Name
Ed. Fortinham,
d-le-Hope
Infant-le-Hope
7261

EDUCATION

Sent for Summer
is considered for
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EDUCATION

For September, for
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HIGH SCHOOL
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SEX
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CHICAGO
Comprehensive
Fall 1980
Napton, Bradford
1277 22nd
OUR STUDENT'S
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information from
on behalf of

3
SCHUMER.
Respectfully Mixed
EDUCATION
Also, two references of
A.E.

**FORD AND
CHESTER**
City Council of
EDUCATION DEPARTMENT
700 N. Second St.
Board, 1st Floor
St. Louis, MO 63102
Tel. 314-241-2200

Annual comprehensive
of 1,000 pupils
for September
RAIM (All qualified
full-time staff of
EDUCATION (Scale

As will be pointed out, religious education in the school, involving a "A" level, is a successful model and will be the department to expect to work with and imagine details and implementation from the new report of a concept.

for September at
educational school
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AN COUNCIL
H.C.
COUNCIL

on 30 August, 1978, at
RELATIONS EDUCATION.
1. The subject is
throughout the school
ages and abilities,
and areas leading to U.S.E.,
and "A" Level. A
teacher with an-
thought who could make
contribution to the
major department.

Formal, available from
the G.A.P. Branch.
returned within 15 days
of date advertisement

**WILKSHIRE COUNCIL
EDUCATION SECONDARY**
Head, Upper 1104 208
miked, H30 on roll
in September, 1478:—
EDUCATION TEACHERS
Religious Education
the Humanities faculty
and, C.S.E. examining
techniques. The second
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to qualify in July may
is to be sent direct to

1. Name, F.I.C. Please
2. Experience and name
3. of two referees.



Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (S.A.E. form) from the Head of the schools.

STAP forms accepted from students for first appointments only.

Please quote reference 23/3 on correspondence.

Secondary

Crispin Secondary, Street
(11-16 Mixed Comprehensive, 1,140)
For September, 1978: Three Teachers, Scale 1, to cover the following range of subjects: Science, Mathematics, Metalwork, Technical Drawing, English, Religious Education, French, Social Studies and Home Economics.
Closing date: 30th March, 1978.

Sydenham Secondary, Bridgwater
(11-16 Mixed Comprehensive, 1,000)
For September, 1978: Teacher to take charge of MUSIC throughout the school. Scale 1 or 2 according to qualifications and experience. Well established courses to C.S.E. and 'O' level.
Closing date: 30th March, 1978.

Frome College, Frome
(13-16 Mixed Comprehensive, 1,321, 161 in Sixth, and F.E. College combined, on separate sites)
For September, 1978: HEAD OF HOME ECONOMICS, Scale 3. The subjects are offered at all levels up to 'A' level and a wide variety of courses are run. The Department is housed in a new and remodelled accommodation and it is hoped to appoint someone who will enthusiastically promote the subject and develop liaison with other departments.
Closing date: 30th March, 1978.

Applications by letter in the first instance to the Principal, giving full details and names of two referees. Please enclose two S.A.E. for job description, application form and final result.

Taunton Area

Applications are invited from suitably qualified and experienced teachers for the following vacancies occasioned by the reorganisation of secondary education in Taunton. Duties to commence September, 1978:

(i) **Priorswood School**
(11-16 Mixed Comprehensive, 750)
Teacher, Scale 2, to take charge of Combined Science in Lower School.
Closing date: 8th April, 1978.

(ii) **Castle School**
(11-16 Mixed Comprehensive, 790)
First comprehensive intake of 180 children in September, 1978.

Scale 1 Teachers of: ENGLISH, REMEDIAL, MATHEMATICS (2 posts), PHYSICS with General Science. This is an excellent opportunity for teachers to contribute to the development of an (11-16) comprehensive school. The school has an excellent record of success at C.S.E. and 'O' level examinations. A willingness to contribute to the extra-curricular life of the school, and, in the case of one of the posts, an ability to teach Religious Education will be added recommendations.
Closing date: 10th April, 1978.

Primary Deputy Headships

Chilthorne Down V.C. Primary, nr. Yeovil (101)
For September, 1978: DEPUTY HEAD, Group 2. Must be a qualified and experienced infant teacher.
Music an advantage.
Closing date: 30th March, 1978.
(Re-advertisement).

Central C.E. V.C. Junior, Wells (230)
For September, 1978: DEPUTY HEAD, Group 4. Pianist essential. Interest in Boys' Games.
Previous applicants will be reconsidered.
Closing date: 30th March, 1978.

Special

Elmwood School, Bridgwater
(E.S.N. (M) Mixed, Group 7 (S). Ages 8-18)

For September, 1978: SECOND MASTER/MISTRESS. The person appointed will not have a direct classroom commitment but must be able to teach in all areas of the school. He/she must be experienced and have proven ability in testing, diagnosis of learning difficulties and development of individual programmes in the perceptual, language, number and reading areas. Contributions in these fields are the main expectations from this post. Short listed candidates are likely to hold a Diploma or Advanced Diploma in Remedial and Special Education.
Salary as for Deputy Head, Group 7 (S), £5,831-£8,231.
Closing date: 31st March, 1978.

Critchill School, Frome
(E.S.N. (M) and S.)
For September, 1978: Teacher, Scale 1 (S) for this new E.S.N. school opened in January, 1977. The successful candidate will be responsible for a class of 10-12-year-old E.S.N. (M) children and must be willing to operate Number, Reading and Language programmes already established. As the school is fully integrated the teacher will be expected to participate in the active integration of the 'M' and 'S' children. Any specialist skill, e.g. Home Economics, Music, Physical Education, etc., would be considered an advantage.
Application form and details (S.A.E.) from the Head, Critchill School, Nunsey Road, Frome.
Closing date: 30th March, 1978.



* FRINGE AREA LONDON ALLOWANCE £150 PA THROUGHOUT THE COUNTY.

* Generous relocation expenses in approved cases.
* Applicants for appointment to County and Voluntary Controlled Schools (except Reserved Teachers) should note that Assistant Teachers on Burnham Scale 1 will receive contracts to the service of the County Council with assignment initially to the school indicated. This will mean that teachers so appointed may be required to transfer to other schools at a later date.
* All posts available Summer Term 1978 unless otherwise stated.

POSTS OF RESPONSIBILITY

12-18 COMPREHENSIVE
GUILDFORD, GEORGE ABBOT
COUNTY SECONDARY
(1,700 on roll)

FRENCH SPECIALIST to teach up to and including Sixth Form. Scale 2 post available for experience and for taking substantial responsibility in department. Applications from first appointments also welcomed for Scale 1 post. Spanish as second subject useful.
Telephone: Guildford 72249.

LEATHERHEAD, ST. ANDREW'S
SCHOOL

SENIOR TEACHER required to be responsible for Curriculum Development and Resources.
MATHEMATICS. To be second in department, 'A' level courses. Up to Scale 3 for suitable candidate.
Telephone: Ashted 77681.

LEATHERHEAD, THERFIELD
SCHOOL

ENGLISH, required September. Examination work available. Scale 2 for suitable candidate.
MODERN LANGUAGES with LATIN, required for April or as soon as possible thereafter. Scale 2 for suitable candidate.
Telephone: Leatherhead 77681.

SCALE 1 POSTS

12-18 COMPREHENSIVE
CAMBERLEY, COLLINGWOOD
SCHOOL

FRENCH, required April to join thriving modern language department to teach to 'O' level initially.
Telephone: Camberley 64048.

NEW HAW, FULLBROOK
SCHOOL

BIOLOGY, required September to teach throughout school to 'A' level. Assistance with 'A' level Botany or Zoology an advantage. Good laboratory facilities.
Telephone: Byfleet 48301.

TADWORTH, DE BURGH
COUNTY SECONDARY

P.E. (BOYS). Temporary Teacher required April. HISTORY (main) and FRENCH (subsidiary). Other languages will be considered. Required September.
Telephone: Burgh Heath 50713.

12-16 COMPREHENSIVE
MYTCHETT, ROBERT HAINING
COUNTY SECONDARY

MATHEMATICS. Opportunity for varied experience in expanding school. SMP throughout ability range. Courses to CSE and 'O' level.
Telephone: Farnborough 44878.

BOARDING
OTTERSASH SCHOOL

FRENCH, preferably to 'A' level in this Boys' Boarding School. Required September. Married and Single accommodation available. Salary Scale 1 plus £720 p.a. Temporary appointment would be considered.
Telephone: Ottersash 2848.

FURTHER DETAILS AVAILABLE FROM THE HEAD WHERE THE TELEPHONE NUMBER IS SHOWN.

Application forms available on receipt of a stamped, addressed, envelope from the County Education Officer, County Hall, Kingston upon Thames, KT3 2BJ. STAP applications accepted for Scale 1 posts only. (The Authority will not be advertising every individual Scale 1 post, but a complete list of all vacancies will be sent on receipt of the County Education Officer of a stamped, addressed, envelope.)

CROYDON

London Borough

SYLVAN HIGH SCHOOL

Maberley Road, Upper Norwood, London S.E.19
Tel: 01-771 2261

HEADMASTER: Mr. M. F. Currie

Sylvan High School is a new, purpose-built Comprehensive School for boys and girls aged 11-16 years. Established in 1974, it is growing by the annual admission of eight first-year forms. In September, 1978, it is expected that the roll will be 940 pupils and the school should attain its planned size of 1,200 pupils in 1980.

Consequent upon the fourth year of expansion:—
APPLICATIONS are invited from suitably qualified and experienced teachers able to offer one or more of the following subjects:

ENGLISH—SMP MATHEMATICS—PHYSICS
AND CHEMISTRY—BIOLOGY—DESIGN AND
TECHNOLOGY—FRENCH—SPANISH—GER-
MAN—HISTORY—GEOGRAPHY—ART—
MUSIC—PHYSICAL EDUCATION

Salary: Scale 1 with London Allowance of £297 per annum.
Tenable: 1st September, 1978.

Removal Expenses: Reasonable expenses will be refunded in approved cases.

Applications on STAP or on forms obtainable from and returnable to the Head Teacher at the School.
Please send folio S.A.E. for application forms.

Candidates who wish receipt of application to be acknowledged should send a stamped addressed envelope to the school.

Closing Date: 31st March
Short-listed candidates will be notified by 12th April and invited for interview during the week beginning 17th April.

COUNTY SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving full qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

CROYDON
London Borough of Croydon
Scale 4: HEAD OF PHYSICAL EDUCATION and to teach Boys' P.E.

Maypole School, Baverstock Road B14 9PD
Scale 4: HEAD OF PHYSICAL EDUCATION and to teach Boys' P.E.

Perry Common School, Faulknors Farm Drive B23 7XP
Scale 2: Required September, 1978: Assistant Teacher (graduate) for ENGLISH to be second in a department of four.

Warren Farm School, Dulwich Road B44 0EW
Scale 2: Teacher of SCIENCE with specialist responsibility for Physics Courses to G.C.E. and 'O' level.

VOLUNTARY AIDED SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

Holy Trinity R.C. School, Oakley Road B10 0AX
Scale 3 (plus S.P.S. Allowance). HEAD OF REMEDIAL DEPARTMENT. Applications invited for this important post in an inner city, Catholic school. Forms available from (and returnable to) Clerk to the Governors (care of Headmaster).

COUNTY SECONDARY SCHOOLS

SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of School as soon as possible, together with names of two referees and a stamped addressed envelope.

Marsh Hill School, Marsh Hill B23 7EY
(1,200 pupils)
Required September:

(a) PHYSICS and GENERAL SCIENCE. Teacher for the Science Department (ten laboratories). The successful candidate will be required to offer some teaching to candidates with an involvement in integrated science schemes in the Lower School.

(b) Teacher of MATHEMATICS. A well qualified candidate could have opportunities to teach to 'A' level in the subject. An interest and qualifications in computer studies (computer terminal installed) would be an added recommendation.

Application forms available on receipt of a stamped, addressed envelope from the Head of School, Marsh Hill School, Marsh Hill B23 7EY.

Perry Common School, Faulknors Farm Drive B23 7XP

Required September, 1978: Assistant Teacher for H.P. TORY. An interest in local study work is essential.

Selly Park School, Pershore Road B29 7PL

Required September, 1978:
(a) Teacher of ART, A.T.D. preferred.
(b) REMEDIAL TEACHER. Knowledge of teaching of reading essential.

VOLUNTARY AIDED SECONDARY SCHOOLS

SCALE 1 POSTS

Holy Trinity R.C. School, Oakley Road B10 0AX
S.P.S. Allowance.
For September, 1978: Three teachers are sought offering a combination of the following subjects: TECHNICAL, CRAFTS (T.D. Woodwork, Metalwork), MUSIC, FRENCH, SCIENCE, ENGLISH.
There is a scheme for assistance with removal expenses.

Application forms available on receipt of a stamped, addressed envelope from the County Education Officer of a stamped, addressed envelope.

BIRMINGHAM
CITY COUNCIL

SECONDARY

Technical Studies

continued

Scale 1 Posts

AVON COUNTY

BUCKINGHAMSHIRE
BUCKINGHAMSHIRE COUNTY COUNCIL
TECHNICAL STUDIES
Scale 1 posts available for September 1978. Applications should be sent to the Headmaster, Burnham School, Burnham, Bucks. HP8 3JY.

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BUCKINGHAMSHIRE
BUCK

In the Lower R. bend.

Director of Music, Myer Long
O.B.E., F.T.C.I., F.R.A.M., Hon.
M.C.M.

Applications to be sent to H

KENT
ST. HENRY'S SCHOOL.
Beverly Hills
Telephone 53015
Independent day school for girls
Beverly Hills
Enrolled in September, 1970, a
qualified MUSIC TEACHER is E.E.
individual piano lessons and some
class work
Capable in writing, with a keen
eye for color and form, and ability

LONDON

NORTING HILL AND LATHAM
 HIGH SCHOOL
 1500 North Day School Trust
 Cleveland Road, Latham, WY 83040
 Direct Grant, Independent
 required for September, 1977
 part-time three days a week
 possibly also full day in the
 mental teaching, MATH, ILL
 and to be in the school
 throughout Senior School, im-
 posing some "O" and "A" level
 work.
 Apply by letter to Headmaster
 of the school with details of qual-
 ifications and experience and name

LONDON, W.5
ST. ANNE'S CONVENT SCHOOL

Independent Catholic Grammar
and Preparatory School
Required in September: A liter-
ate and energetic specialist in
TEACHING to continue the school's
strong musical tradition, including
choir and liturgical singing. Ability
to direct the orchestra would be
useful.

London Burnham salary. Send
post for suitable applicant.
Apply to Headmistress, with re-
sults of interview, names for reference
and R.A.E.

MAGDALEN COLLEGE (1900).
(H.M.C.), D.C. becoming Independent. 806 boys. Sixth

Pastoral

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
15th November

CLWYD
HOWELL'S RECORD.
Dentist

house with 50 girls. The
chiefly involves personal care

DORSET
SULLYBROOK SCHOOL, 1011 N.
COLLIER AVENUE, acquired in Feb-
ruary, 1971, in like change
human of approximately 25 girls.
Apply in writing, to the
district giving details of quali-
fications and experience, and the
subjects if any, with the
and addresses of two referees.

Lechade Manor GL7 5HS
Resident ASSISTANT HOUSES

WEST SUSSEX
ST. MICHAEL'S HURTON PARK
Peworth

wanted in September, SIXTH FO

Girls' School
for girls of ages 11 to 18 with

and with Church of England)

11 and a smaller class of 13-
uates to teach

TIN
FICS (S.M.P.)
ISTRY

Physical Science

...nastics and perhaps modern
...graduates considered for P.E.
...subject, e.g. Geography, useful.)
...ill be eligible, as the school
...nent posts. Present salary will
...urnham Scale II. Opportunities
...in the boys' school (including
...e).
...should be made to the Head-

THE UNIVERSITY OF CHICAGO PRESS

Bournemouth and Poole College of Further Education

Head of Faculty of Science and Technology

Head of Faculty of Business and General Studies

Burnham Head of Department Grade VI

Salary: £8,037 to £8,913 plus supplements of £312 and £180

The College, formed by the amalgamation of Bournemouth and Poole Colleges, is to be organised in two Faculties. These contain four and five Departments respectively and each will have more than 120 academic staff.

Appointees will be responsible for the management of the Departments within their Faculty, and will also be responsible for control of physical resources on one of the main College sites.

Applicants (male or female) must be graduates with experience of managing a department or substantial unit in a large institution or in industry, and must be interested in the application of modern educational methods to courses mainly of non-advanced standards. Application forms and further information may be obtained from the Principal, Bournemouth and Poole College of Further Education, North Road, Poole, Dorset BH14 0LS (telephone 0202 747800) to whom completed forms should be returned before April 17, 1978.

STRATHCLYDE
REGIONAL COUNCIL

DEPARTMENT OF EDUCATION FURTHER EDUCATION

DEPUTE PRINCIPAL

Springburn College of Engineering

Applications are invited for the above-named post. Situated in the North of Glasgow, this college offers a wide range of courses in the fields of Automobile, Electrical, Fabrication, Industrial and Mechanical Engineering.

Applicants should possess sound academic and professional qualifications and have secured substantial experience in a major post of responsibility in Further Education.

The college is in Group 5 and the salary is £8,625. This is under review.

Forms of application may be obtained from the Principal, Springburn College of Engineering, 110 Flemington Street, Glasgow G21 4DX, to whom completed applications should be returned on or before March 31, 1978.

Edward Miller, Director of Education.

Principal London College of Printing

ilea

Applications are invited for the post of Principal of this large specialist college, covering all aspects of printing technology, together with a wide range of other communication studies, at all levels from operative to CNA degree. There is a total full-time academic staff of 278 and student population of 1000 full-time and 4000 part-time who come from home and overseas.

The areas of study covered include printing technology; graphic design including drawing, illustration and typography; photography, film and television; business and general studies and journalism including radio journalism.

Applicants should be highly qualified academically and professionally and should have had distinguished experience in one or more areas of work mentioned above, together with administrative experience at a very senior level.

The post is being re-advertised since production difficulties caused the original advertisement to have a restricted circulation.

The successful applicant will be asked to take up duties as soon as possible. The College is housed on two sites, the main premises at Elephant and Castle, SE1 6SB, and the annex at Back Hill, Clerkenwell EC1R 6EN. Under the provisions of the Burnham (FE) Report the college is in group 7 and the fixed salary of the post of Principal is £10,827 plus supplement of £180 and London Allowance of £402. Further information and application forms (returnable by 7 April, 1978) may be obtained from the Education Officer (EO/FHE4), Inner London Education Authority, The County Hall, SE1 7PB.

Inner London Education Authority

COLLEGES OF FURTHER EDUCATION continued

HERTFORDSHIRE

NORTH HEATHS COLLEGE

Applications are invited for the post of HEAD OF THE NORTH HEATHS COLLEGE, in the Department of Business and Management Studies of the North Heaths College from 1 September 1978.

Further details and application forms may be obtained from the Principal, North Heaths College, North Heaths, Hertfordshire, to whom applications should be sent before April 7, 1978.

KIRKLEES

HEALTHFIELD TECHNICAL COLLEGE

Applications are invited for the post of HEAD OF THE HEALTHFIELD TECHNICAL COLLEGE, in the Department of Business and Management Studies of the Healthfield Technical College from 1 September 1978.

Further details and application forms may be obtained from the Principal, Healthfield Technical College, Healthfield, West Yorkshire, to whom applications should be sent before April 7, 1978.

Appointees will be responsible for the management of the Departments within their Faculty, and will also be responsible for control of physical resources on one of the main College sites.

Applicants (male or female) must be graduates with experience of managing a department or substantial unit in a large institution or in industry, and must be interested in the application of modern educational methods to courses mainly of non-advanced standards. Application forms and further information may be obtained from the Principal, Bournemouth and Poole College of Further Education, North Road, Poole, Dorset BH14 0LS (telephone 0202 747800) to whom completed forms should be returned before April 17, 1978.

Applicants should possess sound academic and professional qualifications and have secured substantial experience in a major post of responsibility in Further Education.

The college is in Group 5 and the salary is £8,625. This is under review.

Forms of application may be obtained from the Principal, Springburn College of Engineering, 110 Flemington Street, Glasgow G21 4DX, to whom completed applications should be returned on or before March 31, 1978.

Edward Miller, Director of Education.

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Edward Miller, Director of Education.

SUFFOLK COUNTY COUNCIL FURTHER EDUCATION continued

HERTFORDSHIRE

NORTH HEATHS COLLEGE

Applications are invited for the post of HEAD OF THE NORTH HEATHS COLLEGE, in the Department of Business and Management Studies of the North Heaths College from 1 September 1978.

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Edward Miller, Director of Education.

WILTSHIRE COUNTY COUNCIL Education Committee

PRINCIPAL

Lackham College of Agriculture

Applications are invited from persons having a degree in Agriculture or appropriate science, teaching experience, a sound practical knowledge of agriculture and administrative experience preferably in a Farm Institute or a College of Higher or Further Education for the post of PRINCIPAL, which falls vacant on September 1, 1978.

Salary scale £7,682 plus £198 by four to £8,475 (inclusive of supplements).

A house is provided: assistance with removal expenses available in appropriate cases.

Further particulars (S.A.E., please) from the Chief Education Officer, County Hall, Trowbridge, Wiltshire, with whom letters of application should be lodged by March 31, 1978.

HEREFORD AND WORCESTER EDUCATION COMMITTEE

REDDITCH COLLEGE OF FURTHER EDUCATION

Appointment of

PRINCIPAL

to commence duty on 1st September, 1978.

Salary: £9,639 incl. (Burnham Group 5)

Redditch is an expanding New Town. The post offers a challenging opportunity to develop the work of the College, give a comprehensive F.E. service to meet the New Town's needs.

Further details from the Clerk to the Governing Body, Redditch College, Redditch, Worcs. B98 8DW, to whom applications should be submitted by 8th April, 1978.

REDDITCH COLLEGE

Leicestershire

SOUTH FIELDS COLLEGE OF FURTHER EDUCATION LEICESTER

VICE PRINCIPAL (Group 5)

Applications are invited for this important post from men and women graduates of imagination and energy, with wide teaching and other appropriate experience.

Apply by letter with full particulars and the names of two referees to Director of Education, County Hall, Glenfield, Leicester, LE3 8PF, quoting reference FE/C, from whom further particulars may be obtained upon receipt of an S.A.E.

BASILDON COLLEGE OF FURTHER EDUCATION

Nethermayne, Basildon

(Tel.: 25202)

(Re-advertisment)

Vice Principal (Group IV)

Applications are invited for this new post. Duties to commence 1st September, 1978.

Salary: £7,983 (includes supplements) (plus £150 Fringe Allowance).

Application form, to be returned by 31st March, and further details from the Principal.

Essex County Council

COLLEGES OF FURTHER EDUCATION continued

HERTFORDSHIRE

NORTH HEATHS COLLEGE

Applications are invited for the post of HEAD OF THE NORTH HEATHS COLLEGE, in the Department of Business and Management Studies of the North Heaths College from 1 September 1978.

Further details and application forms may be obtained from the Principal, North Heaths College, North Heaths, Hertfordshire, to whom applications should be sent before April 7, 1978.

Appointees will be responsible for the management of the Departments within their Faculty, and will also be responsible for control of physical resources on one of the main College sites.

Applicants (male or female) must be graduates with experience of managing a department or substantial unit in a large institution or in industry, and must be interested in the application of modern educational methods to courses mainly of non-advanced standards. Application forms and further information may be obtained from the Principal, Bournemouth and Poole College of Further Education, North Road, Poole, Dorset BH14 0LS (telephone 0202 747800) to whom completed forms should be returned before April 17, 1978.

Applicants should possess sound academic and professional qualifications and have secured substantial experience in a major post of responsibility in Further Education.

The college is in Group 5 and the salary is £8,625. This is under review.

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Edward Miller, Director of Education.

Applicants should possess sound academic and

MINISTRY OF DEFENCE

SERVICE CHILDREN'S EDUCATION AUTHORITY

SECONDARY SCHOOLS SEPTEMBER 1978

Applications are invited from qualified Secondary Teachers, who are at present teaching in schools in the United Kingdom, for vacancies in Service Children's Schools in Hong Kong and the Federal Republic of Germany for September, 1978.

ST. GEORGE'S SCHOOL HONG KONG

Head of Science Scale 3
A graduate physicist is required in September to lead a team of 5 science teachers and to have overall supervision of 7 laboratories. Studies in the school include GCE 'O' and 'A' level, City and Guilds Foundation Courses, CSE and Scottish Integrated Science.

WINDSOR GIRLS AND BOYS SCHOOLS HAMM

The following posts in these Group 9 Secondary Comprehensive Schools are to be filled in September, 1978. Windsor Girls School is a boarding school catering for the children of British Services personnel serving in N.W. Europe. It has at present some 450 boarders and 120 day girls. Windsor Boys School, of similar size, is situated close by. All members of staff are required to undertake boarding duties which entail one day's duty per week and one weekend in four or five on a rota basis. A boarding duty payment of £278 p.a. is made in addition to salary and other allowances given below. In addition to the posts below speculative applications are invited from teachers of all subjects for possible appointment in 1979 in these particular schools. Application may be made at any time.

WINDSOR GIRLS SCHOOL

1. Head of Science Scale 3

A female graduate preferred, to teach Chemistry to 'A' level to be committed to the Integrated Science method in the lower school and to exercise overall responsibility for a department of 4 other staff.

2. Physics and Integrated Science Scale 1

A female teacher to take Physics to GCE 'O' level, Physical Science for CSE and Integrated Science with the lower school.

3. English Scale 1

A female graduate to take the subject through to GCE 'A' level.

4. Mathematics Scale 1

A female graduate able to teach mathematics throughout the school.

WINDSOR BOYS SCHOOL

1. Sociology Scale 1

A teacher of sociology to 'A' level. Graduate preferred.

2. Youth Tutor Scale 3

A teacher male or female with appropriate experience in youth work is required as Youth Tutor to both the Boys and Girls Boarding Schools. This teacher's duties will not be written into the timetable. He or she will be responsible for the co-ordination of the leisure time activities of the pupils, both boarders and those living in the Hamm catchment area for day scholars.

Salary is in accordance with current Burnham Scales plus supplements and London Allowance of £402 p.a. Superannuation—normal rights are safeguarded. Foreign Service Allowance—a tax free allowance is payable. Accommodation is provided rent-free.

Duration of Engagement—Initial engagement is for three years. All applicants are required to be normally resident in the United Kingdom. Teachers do not normally serve in the Service Children's Schools abroad after the age of 50, and, therefore, the preferred age is under 47 years at the commencement of the engagement.

The latest date for the return of application forms is Friday 7th April, 1978.

Requests for application forms and further information should be made on a postcard or by telephone to:

Service Children's Education Authority
AW 3163
Teacher Appointments Section
Court Road, Egham, Surrey TW20 9NR
Tel.: 01-853 2112, ext. 235 or 221

OVERSEAS Appointments continued

SHARIAH, U.A.E.
NATIONAL COLLEGE OF
TECHNOLOGY
Applications are invited from fluent, experienced teachers for the post of Head of the College for September 1978, and especially those who have been in the area for some time. The post is a full-time position with a salary of £10,000 per annum plus benefits. The successful candidate will be responsible for the overall management of the college and will report to the Ministry of Education. Applications should be sent to the Ministry of Education, P.O. Box 100, Abu Dhabi, U.A.E.

Applicants should send full curriculum vitae, references, and a recent passport photograph to the Ministry of Education, P.O. Box 100, Abu Dhabi, U.A.E.

KENYA
HILLIER SECONDARY SCHOOL
Applications are invited from qualified teachers for the post of Head of the School for September 1978. The school is a boarding school for boys and girls, and is situated in the hills of Kenya. The successful candidate will be responsible for the overall management of the school and will report to the Ministry of Education. Applications should be sent to the Ministry of Education, P.O. Box 100, Nairobi, Kenya.

KENYA
HILLIER SECONDARY SCHOOL
Applications are invited from qualified teachers for the post of Head of the School for September 1978. The school is a boarding school for boys and girls, and is situated in the hills of Kenya. The successful candidate will be responsible for the overall management of the school and will report to the Ministry of Education. Applications should be sent to the Ministry of Education, P.O. Box 100, Nairobi, Kenya.

CANADA
SECONDARY TEACHER
Two experienced teachers, one in English and one in Mathematics, are required for a secondary school in Canada. The successful candidate will be responsible for the overall management of the school and will report to the Ministry of Education. Applications should be sent to the Ministry of Education, P.O. Box 100, Toronto, Canada.

THESALONIKA
TEACHERS IN GREEK IN GREECE FROM SEPTEMBER
Applications are invited from qualified teachers for the post of Teacher in Greek in Greece from September 1978. The successful candidate will be responsible for the overall management of the school and will report to the Ministry of Education. Applications should be sent to the Ministry of Education, P.O. Box 100, Athens, Greece.

FINLAND
TEACHERS IN FINLAND
Applications are invited from qualified teachers for the post of Teacher in Finland from September 1978. The successful candidate will be responsible for the overall management of the school and will report to the Ministry of Education. Applications should be sent to the Ministry of Education, P.O. Box 100, Helsinki, Finland.

NETHERLANDS
TEACHERS IN THE NETHERLANDS
Applications are invited from qualified teachers for the post of Teacher in the Netherlands from September 1978. The successful candidate will be responsible for the overall management of the school and will report to the Ministry of Education. Applications should be sent to the Ministry of Education, P.O. Box 100, Amsterdam, Netherlands.

SWITZERLAND
TEACHERS IN SWITZERLAND
Applications are invited from qualified teachers for the post of Teacher in Switzerland from September 1978. The successful candidate will be responsible for the overall management of the school and will report to the Ministry of Education. Applications should be sent to the Ministry of Education, P.O. Box 100, Bern, Switzerland.

SPAIN
TEACHERS IN SPAIN
Applications are invited from qualified teachers for the post of Teacher in Spain from September 1978. The successful candidate will be responsible for the overall management of the school and will report to the Ministry of Education. Applications should be sent to the Ministry of Education, P.O. Box 100, Madrid, Spain.

AFRICA
TEACHERS IN AFRICA
Applications are invited from qualified teachers for the post of Teacher in Africa from September 1978. The successful candidate will be responsible for the overall management of the school and will report to the Ministry of Education. Applications should be sent to the Ministry of Education, P.O. Box 100, Cape Town, Africa.

SWITZERLAND
TEACHERS IN SWITZERLAND
Applications are invited from qualified teachers for the post of Teacher in Switzerland from September 1978. The successful candidate will be responsible for the overall management of the school and will report to the Ministry of Education. Applications should be sent to the Ministry of Education, P.O. Box 100, Bern, Switzerland.

SPAIN
TEACHERS IN SPAIN
Applications are invited from qualified teachers for the post of Teacher in Spain from September 1978. The successful candidate will be responsible for the overall management of the school and will report to the Ministry of Education. Applications should be sent to the Ministry of Education, P.O. Box 100, Madrid, Spain.

AFRICA
TEACHERS IN AFRICA
Applications are invited from qualified teachers for the post of Teacher in Africa from September 1978. The successful candidate will be responsible for the overall management of the school and will report to the Ministry of Education. Applications should be sent to the Ministry of Education, P.O. Box 100, Cape Town, Africa.

SWITZERLAND
TEACHERS IN SWITZERLAND
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Administration

Local Education Authority

REDFORDSHIRE EDUCATION SERVICE
Applications are invited from qualified teachers for the post of Head of the School for September 1978. The successful candidate will be responsible for the overall management of the school and will report to the Ministry of Education. Applications should be sent to the Ministry of Education, P.O. Box 100, Redfordshire, England.

COVENTRY CITY COUNCIL EDUCATION DEPARTMENT
Applications are invited from qualified teachers for the post of Head of the School for September 1978. The successful candidate will be responsible for the overall management of the school and will report to the Ministry of Education. Applications should be sent to the Ministry of Education, P.O. Box 100, Coventry, England.

COVENTRY CITY COUNCIL EDUCATION DEPARTMENT
Applications are invited from qualified teachers for the post of Head of the School for September 1978. The successful candidate will be responsible for the overall management of the school and will report to the Ministry of Education. Applications should be sent to the Ministry of Education, P.O. Box 100, Coventry, England.

COVENTRY CITY COUNCIL EDUCATION DEPARTMENT
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HONGKONG POLYTECHNIC

Applications are invited for the following post (tenable from August 1978):

HEAD, Department of Institutional Management and Catering Studies c.f.13,862

Salary will be within a range but not less than HK\$124,200 p.a.

• 25% gratuity on salary
• Free passage to and from Hong Kong
• Free medical treatment
• Education allowances
• Low tax area
• Generous leave
• Subsidised accommodation
• School passages

The Department is to be established in 1978/79 and will be a constituent member of the Division of Commerce and Design, supervised by the Associate Director. It is planned to have the Department in full operation in 1979/80, offering a Higher Diploma, a Diploma and part-time Higher Certificate programmes, the majority of which it is intended will be on a modular basis with training periods in local hospitality services, industry and institutional establishments. The Department will co-operate closely with the counterpart in a Government Technical Institute and ensure that the course curricula cater for the needs of Hong Kong.

The successful candidate will be required to organise the new Department, plan and develop its teaching programme and facilities, to provide service courses as may be required by other Departments, to participate fully in the work of the Division and promote effective communication with industry and the community.

Applicants should have:

(a) a recognised degree or professional qualification relevant to the field of study and
(b) appropriate training and experience in the full range of hospitality services, with residential and catering in establishments such as hotels, hospitals, youth centres, etc. and
(c) preferably at least five years' experience in a professional capacity in the hospitality and catering industry and five years' experience in tertiary education, preferably at Postgraduate or equivalent level, or a suitable combination of industrial and tertiary experience with a total of not less than ten years and
(d) proven organisational and administrative experience. Appointment will involve an initial training period of six months, at the discretion of the Director, but he/she will be considered for promotion to a higher post after two years of service if he/she wishes.

For application form and further details, contact the Recruitment Unit, H.K. Polytechnic, Education and Training Department, for the post of Head of the Department of Institutional Management and Catering Studies, c.f.13,862, plus 25% gratuity, and 10% superannuation, by 31 March 1978.

Further details and application forms may be obtained from the Director of the Department of Institutional Management and Catering Studies, c.f.13,862, plus 25% gratuity, and 10% superannuation, by 31 March 1978.

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OVERSEAS TEACHING POSTS

ASSISTANT DIRECTORS OF STUDIES (GERMANY)

British Council Language Centre, Munich. A new British Council operation involving about 2,000 adult students at all levels including Cambridge, RSA and London Chamber of Commerce. Two Assistant Directors of Studies required from July, 1978 (or earlier) to supervise and train teachers, evaluate and design materials and run the resources centre. Some administrative duties. Qualifications required: Degree (preferably in English or Modern Languages), postgraduate degree or university diploma in Linguistics or TEFL. Five years' experience, preferably including ESP, materials production and administration.

Salary: £5,210 to £7,054 tax free. Benefits: Personal and children's allowances; accommodation allowance: £1,800 pa (single), £2,400pa (married accompanied); employer's share of national insurance and superannuation; travel and baggage. Two year contract, renewable. 78 UO 18-19

INFANT/JUNIOR TEACHERS (IRAN)

The British School, Tehran. Four Infant Teachers (5-7 years) and two first-year Junior Teachers (7/8 years). Qualifications: Degree and/or teaching certificate. Two years relevant teaching experience essential; Team teaching experience desirable. Single candidates only. Salary: Burnham Scale 1 £2,807 to £4,237 p.a. Benefits: £550 approximately per month Tehran allowance; employer's portion of UK superannuation; annual fare-paid leave; two year contract, renewable. 78 HS 14-19

TEACHERS OF ENGLISH (IRAN)

British Council Teaching Centre, Tehran. Required for April, 1978, to teach general English and/or ESP. Qualifications: Degree or teaching certificate plus one year's relevant teaching experience essential. One year qualification in TEFL (or RSA Certificate in TESOL) plus three years' experience, including some ESP, desirable. Single candidates or married couples both eligible for appointment. Salary: £3,730 to £4,374 p.a. Benefits: Accommodation allowance; baggage and installation allowances; employer's portion of UK superannuation two year contract, renewable. 78 HO 63-66

DIRECTOR, LANGUAGE TEACHING INSTITUTE (QATAR)

Qualifications: Men only. Graduates in English or Modern Languages with Postgraduate TEFL qualification and substantial overseas experience. Required for September, 1978. Duties: to be responsible for the administration of this Government Institute and the organisation of language courses for Government employees. Salary: £8,080 pa free of local tax. Benefits: free furnished accommodation; transport allowance; annual passage-paid leave; three year contract, renewable. 77 AO 142

DEPUTY HEADMASTER AND 3 PRIMARY TEACHERS (COLOMBIA)

Anglo-Colombian School, Bogota. Required for August, 1978, at an independent co-educational day school of 750 pupils aged 4-19 years. Deputy Headmaster with Degree and teaching diploma or degree in Education; four years' recent experience in a British secondary school and knowledge of Spanish essential. Linguistics ability and experience in post of responsibility desirable. Salary: Burnham scale (group 8) plus 1 point. Preferred age: 28-38. Primary Teachers (two to teach 8 year olds and one for 10 year olds) with teaching qualification and one year's recent experience in a British primary school essential. TEFL qualification.

THE BRITISH COUNCIL

knowledge of Spanish and three years' experience desirable. Salary: Burnham Scale 1. Preferred age: 24-32. Benefits: baggage allowance; medical scheme; two year contract, renewable. 78PS 10-13

LECTOR IN ENGLISH FOR SPECIAL PURPOSES (YUGOSLAVIA)

University of Ljubljana. To teach technical English to university students of science and technology. Degree and TEFL qualification essential, postgraduate qualification in Linguistics desirable. The candidate should have an interest in, or experience of, materials production or ESP. Substantial experience of TEFL overseas essential and recording experience would be an advantage. Preferred age 30-40. Salary: 6,000 to 7,000 new dinars per month (present rate of exchange £/ND35). This salary is non-convertible. Additionally an annual subsidy of £1,244 paid by the British Council in the UK. Benefits: Free medical service; employer's portion of superannuation if applicable; one year contract, renewable. 77 RU 148

SENIOR LECTURER IN ENGLISH (MALAWI)

Department of English, University of Malawi, Zomba. To teach English to university students, especially those who are training to become teachers, and to supervise post-graduate students in the language laboratory. First degree in English or Modern Languages and an MA in English Language or Linguistics, substantial experience in pre- and in-service teacher training for secondary schools and ability to use language laboratory essential. Knowledge of and experience in examinations work, CCTV and ESP desirable. Salary: £5,210 to £7,054 pa plus 10 per cent Inducement. Benefits: personal and children's allowances; free furnished accommodation; two year contract. 77 TU 142

DEPUTY HEADMASTER:

JUNIOR/INFANT TEACHER: TEACHER IN CHARGE OF GIRLS' PHYSICAL EDUCATION (PORTUGAL)

St Julian's School, Tarcavelos—co-educational British school with 455 children aged 4-18. Two year contracts from September, 1978. Deputy Headmaster: Candidates, British trained with University degree, required for general administrative duties and half-time in history or geography. Preferred age range 35-45. Salary: £240,000 to 300,000 (approximately £2,117 to £3,660) p.a. plus allowances (see below). Junior/Infant Teacher: Candidates, British trained and with relevant experience, should have interest in music and physical education. Playing piano essential. Salary: £168,000 to 247,800 (approximately £2,182 to £3,218) p.a. plus allowances (see below). Teacher in charge of Girls' Physical Education: PE specialist or main subject with relevant teaching experience. Preferred age range 25-35. Salary: £168,000 to 247,800 (approximately £2,182 to £3,218) p.a. plus allowances (see below). Allowances: superannuation, National Insurance; accommodation. 78 US 20-22

LECTURER IN TEFL (SUDAN)

Sudan English Language Teaching Institute, Khartoum. To develop and teach major portions to new diploma in TEFL for Sudanese non-graduate secondary school leavers. Degree plus MA in Applied Linguistics (or one year university diploma in TEFL) and at least three years' relevant experience, including teacher training and EFL teaching. Salary: £4,589 to £5,618 plus 10 per cent Inducement allowance. Benefits: personal and children's allowances; free furnished accommodation; two year contract, renewable. 77 HO 48

SENIOR INSTRUCTOR (ESP) (IRAN)

British Council Teaching Centre, Tabriz. Main duties under contract to teach ESP in Faculty of Engineering at the University of Azarbadegan. Responsible for day to day running and design of ESP programme and detailed

in-service training; to teach a total of 16 hours per week (University and Council Teaching Centre). Qualifications: Degree plus MA in Applied Linguistics (or equivalent in Science Education) plus six years' relevant TEFL/ESP or Science Education/ESP experience. Single candidates or married couples with up to two children of primary age; preferred age 30-40 years. Salary: £5,210 to £6,028 p.a. Benefits: accommodation allowance; personal allowance; children's education allowance; employer's portion of UK superannuation; baggage and installation allowance; two year contracts, renewable. 78 HO 67

LECTURER IN ENGLISH (KENYA)

Department of Linguistics and African Languages, University of Nairobi. To devise and teach Service English courses for first-year undergraduates. Qualifications: Degree plus MA in General or Applied Linguistics and several years' relevant overseas TEFL/TEFL experience including at least one ESP and materials preparation post overseas. Preferred age 35-50 years. Salary: £5,210 to £7,054 plus 10 per cent Inducement allowance. Benefits: Personal and children's allowances; free furnished accommodation; two year contract. 77 TU 145

BRITISH COUNCIL TEACHING CENTRES (IRAN)

Lecturer (English for Special Groups), Tehran. Duties to include writing and co-ordinating ESP materials working out material production schedules. Lecturer (Teaching) Tehran. Duties to include some teaching design and revision of tests and continuous assessment strategies for general English and ESP programmes, staff training. Lecturer (General Duties) Tabriz. Duties to include some teaching, supplementary materials and tests writing, teacher training and supervision and some administrative duties. Lecturer (General Duties) Shiraz. Duties to include some teaching, supplementary materials and tests writing, teacher training and supervision and some administrative duties. Qualifications: Degree. One year University TEFL qualification, six years' relevant experience including two years' specialized TEFL experience of ESP or teacher training or administration are essential. MA in Applied Linguistics and experience in test design essential for Lecturer (Teaching) Tehran. Single candidates and married couples with up to two dependent children of primary age are eligible; preferred age 30-40 years. Salary: £5,210 to £6,028 p.a. Benefits: personal allowance; accommodation allowance; baggage and installation allowance; children's education allowance; employer's portion of UK superannuation; two year contracts, renewable. 78 HO 36-38

Assistant Lecturer (ESQ) Tehran. Duties to include eight hours teaching per week, writing materials and some supervisory duties. Qualifications: Degree, one year TEFL qualification (or RSA certificate), four years' minimum relevant teaching experience. Single candidates or married couples both eligible for appointment. Preferred age 25-35 years. Salary: £4,589 to £5,618 p.a. Benefits: accommodation, baggage and installation allowances; employer's portion of UK superannuation; two year contract, renewable. 78 HO 40

Organizing Tutor (ESQ) Tehran. Duties to include 12 hours teaching per week, materials writing and administration; software production. Qualifications: Degree, one year TEFL qualification (or RSA certificate) plus three years' relevant teaching experience. Single candidates or married couples both eligible for appointment. Preferred age 25-30 years. Salary: £3,732 to £4,374 p.a. Benefits: accommodation, baggage and installation allowance; employer's portion of UK superannuation; two year contract, renewable. 78 HO 41-42

Teachers of English (26) Tehran, Tabriz, Isfahan, Shiraz and Meshed. To teach general English and/or ESP. Qualifications: Degree or teaching certificate and one year's relevant teaching experience essential, one year TEFL qualification (or RSA certificate) desirable and/or three years' teaching experience desirable. Single candidates or married couples both eligible for appointment. Preferred age 23-35 years. Benefits: accommodation, baggage and installation allowances; employer's portion of UK superannuation; two year contract, renewable. 78 HO 43-82

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to the British Council (Appointments), 65 Davies Street, London W1V 2AA.

ADMINISTRATION Local Education Authority continued

HAYKING
London Borough of Havering, Essex. Applications are invited from suitably qualified persons for the post of Assistant Director of Education. The successful candidate will be responsible for the day-to-day running of the Education Department. Salary: £10,000 p.a. plus £1,000 p.a. for overtime. Closing date: 15th March 1978.

KENSINGTON AND CHESHAM
London Borough of Kensington and Chelsea. Applications are invited from suitably qualified persons for the post of Assistant Director of Education. The successful candidate will be responsible for the day-to-day running of the Education Department. Salary: £10,000 p.a. plus £1,000 p.a. for overtime. Closing date: 15th March 1978.

CITY OF SHEFFIELD
Education Department. Applications are invited from suitably qualified persons for the post of Assistant Director of Education. The successful candidate will be responsible for the day-to-day running of the Education Department. Salary: £10,000 p.a. plus £1,000 p.a. for overtime. Closing date: 15th March 1978.

SHROPSHIRE
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LONDON
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WIRRAL
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EDUCATION DEPARTMENT
Assistant Area Education Officer. Applications are invited from suitably qualified persons for the post of Assistant Area Education Officer. The successful candidate will be responsible for the day-to-day running of the Education Department. Salary: £10,000 p.a. plus £1,000 p.a. for overtime. Closing date: 15th March 1978.

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METROPOLITAN BOROUGH OF
Rochdale
Senior Careers Officer
(For Handicapped Young Children)
AP.4/5 £3,861/£4,615

To provide a careers guidance, job placement and follow-up service for handicapped young people attending special and secondary schools in the Borough, and also those from the area attending special units in other Education Authorities. To advise these young people and their parents of specialised schemes of further education and training for the handicapped and where appropriate to initiate applications on their behalf. To carry a substantially reduced caseload of pupils in one secondary school unit.

Essential user car allowance payable. Assistance with removal and other expenses and housing accommodation may be available in appropriate cases.

Application forms and further details available (by quoting Ref. No. B.433) from the Chief Personnel Officer, 166 Drake Street, Rochdale, OL16 1XG, to whom they should be returned by 29th March, 1978.

STAFFORDSHIRE
County Council. Applications are invited from suitably qualified persons for the post of Assistant Director of Education. The successful candidate will be responsible for the day-to-day running of the Education Department. Salary: £10,000 p.a. plus £1,000 p.a. for overtime. Closing date: 15th March 1978.

LONDON
National Council of Social Service. Applications are invited from suitably qualified persons for the post of Assistant Director of Education. The successful candidate will be responsible for the day-to-day running of the Education Department. Salary: £10,000 p.a. plus £1,000 p.a. for overtime. Closing date: 15th March 1978.

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CYNGOR SIR GWYNEDD
County Council. Applications are invited from suitably qualified persons for the post of Assistant Director of Education. The successful candidate will be responsible for the day-to-day running of the Education Department. Salary: £10,000 p.a. plus £1,000 p.a. for overtime. Closing date: 15th March 1978.

Media Resources Officers
Salary scale: £3,878.70-£5,672.80, inclusive of London Weighting and Phase I and II supplements. Starting rate according to age.

Required for September, 1978, to work in ILEA schools, colleges, etc. Duties include the organisation of media facilities, equipment and materials; the creation of learning resources; providing advice/in-service training to teaching staff on the preparation and use of audio-visual resources. Initial training will be given centrally prior to appointment to an educational establishment.

Candidates should hold a University degree, Dip.A.D., or equivalent qualification and must have good experience in the field of learning resources. Teaching experience and/or training in design would be an advantage.

Minimum age 23 years.

Application forms and further details from the Education Officer, E0/ESTAB 2A11/MRO, Room 307, The County Hall, London SE1 7PB. Applications on a postcard please.

Closing date for the receipt of completed forms is Monday 17 April, 1978.

CAREERS SERVICE
CAREERS OFFICER
A.P. 4/5
£3,366-£4,095 p.a. plus £120 p.a. outer fringe area allowance plus Stage I and II Supplements.

This temporary post has been created to help employed young people in the West Essex Area who are in the right type of training course to help them to get jobs. Employment is guaranteed to 31 March 1979 and thereafter will be subject to annual review.

Candidates for the post (Post No. CS.135) should be suitably qualified with appropriate experience in the Careers Service, industry or commerce.

The post will be based at Harlow and a car mileage allowance will be paid.

Application forms are available from the County Education Officer (C.O.), P.O. Box 47, Thredneed House, Market Road, Chelmsford, CM1 1LD (Chelmsford 67222, ext. 2608).

Closing date will be two weeks after the appearance of this advertisement.

Lincolnshire
Deputy Principal
Careers Officer
LINCOLN, PO1A £4,689 to £6,250 plus £520 supplement

Applicants should be experienced and preferably qualified Careers Officers able to play a full part in the general management and development of the Careers Service. Previous experience in a managerial capacity in promoting careers education in schools and colleges and in the training of teachers or career advice staff advantageous. Must hold current driving licence and the post is based in County Offices, Lincoln.

Application forms and further details are available from the Director of Personnel and Central Services, County Offices, Lincoln (Tel. Lincoln 28231, ext. 348) to whom completed forms should be returned by March 31, 1978.

Lincolnshire
Deputy Principal
Careers Officer
LINCOLN, PO1A £4,689 to £6,250 plus £520 supplement

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London Borough of Waltham Forest
Careers Officer
2 Posts

Grantham and Sleaford
£2,445-£3,000/£3,474 plus appropriate supplements between £480 and £501

Required in the Careers Offices at Grantham and Sleaford. Applicants should be of sufficient age and experience to assist them in advising young people. Applicants below the age of 27 who are not qualified Careers Officers should preferably hold a degree in any subject or a diploma or certificate in teaching, Social Studies, Municipal or Public Administration, Political Science or Management. Applicants aged 27 and over who are not qualified Careers Officers and do not hold any of the above qualifications but have wide experience in industry, commerce or the profession may be considered for the appointment. The minimum starting salary for a qualified Careers Officer will be £2,853 plus supplements. Progression beyond £3,000 is dependent upon qualifications and experience. Applicants must be able to drive.

Application forms and further details are available from the Director of Personnel and Central Services, County Offices, Lincoln (Tel. Lincoln 28231, ext. 348) to whom completed forms should be returned by 4th April, 1978.

Lincolnshire
Careers Officer
2 Posts

Grantham and Sleaford
£2,445-£3,000/£3,474 plus appropriate supplements between £480 and £501

Required in the Careers Offices at Grantham and Sleaford. Applicants should be of sufficient age and experience to assist them in advising young people. Applicants below the age of 27 who are not qualified Careers Officers should preferably hold a degree in any subject or a diploma or certificate in teaching, Social Studies, Municipal or Public Administration, Political Science or Management. Applicants aged 27 and over who are not qualified Careers Officers and do not hold any of the above qualifications but have wide experience in industry, commerce or the profession may be considered for the appointment. The minimum starting salary for a qualified Careers Officer will be £2,853 plus supplements. Progression beyond £3,000 is dependent upon qualifications and experience. Applicants must be able to drive.

Application forms and further details are available from the Director of Personnel and Central Services, County Offices, Lincoln (Tel. Lincoln 28231, ext. 348) to whom completed forms should be returned by 4th April, 1978.

EDUCATION DEPARTMENT
CAREERS SERVICE
AREA CAREERS OFFICER

Applicants are invited from qualified and experienced officers for the post of Area Careers Officer.

Salary Scale AP5: £4,110 to £4,380 inclusive plus £312 Supplement Payment plus Phase II Earnings Supplement per annum.

Application forms and further details available from the Director of Educational Services, Town Hall, Farnham, London N11 3DL. Closing date: 7.4.1978. Ref.: ADM/165.

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Senior Assistant Area Education Officer (West Devon)
You should preferably be a graduate and must have good teaching experience, together with sound experience of educational administration. The person appointed will have particular responsibility for duties relating to primary and secondary schools, will deputise, as necessary, for the Area Education Officer, and will be based on the West Devon Area Office, Civic Centre, Plymouth.

Salary £8,729 to £17,407 plus additional payment of £520 per annum.

Application forms and further details available from the Chief Education Officer, County Hall, Tisbury, Wiltshire (Tel. Tisbury 77977, Ext. 384) to whom they should be returned by 3rd April 1978.

CAREERS SERVICE
AREA CAREERS OFFICER
HARLOW

(POST No. CS.047) S.O.2. £4,689-£4,992 p.a. plus £120 p.a. outer fringe area allowance plus Stage I and II Supplements.

Candidates should be appropriately qualified with suitable experience in the Careers Service. The person appointed will be responsible for the organisation and administration of the Service in the West Essex Area under the general direction of the Principal Careers Officer, but will be directly responsible to the Assistant Principal Careers Officer for the northern half of the County.

Application forms and further details are available from the County Education Officer (C.O.), P.O. Box 47, Thredneed House, Market Road, Chelmsford, CM1 1LD (Chelmsford 67222, ext. 2608).

Closing date will be two weeks after the appearance of this advertisement.

KENT
County Council
Education Committee
Assistant County Music Inspector

To be seconded to act as Director of the Kent Music School based at Maidstone to take up duties on September 1, 1978.

Solbury salary scale (£6,036 to £8,660) plus Phases 1 and 2 supplements of £120 and £180.

The Committee is looking for a Musician with professional qualifications and (if possible) a suitably qualified teacher who could lead and inspire the work of the school and provide a high standard of instrumental teaching in the Authority's schools.

Proven administrative and organisational ability is necessary.

Further particulars and application form, returnable by April 3, from County Education Officer, Springfield, Maidstone. Telephone (0622) 671411, ext. 2482 (Ref. G/7ES).

Metropolitan Borough of Stockport
SPECIALIST CAREERS OFFICER
(FURTHER EDUCATION)
£3,869-£4,214 (inc. p.a. supplements)

Applicants should preferably be experienced Careers Officers who have completed a recognised full-time training course. Will be expected to have a driving licence and own or purchase a car (assistance available). Removal expenses, disturbance, furniture and car allowances available.

Main duties are to give vocational guidance to students.

Previous candidates will be reconsidered.

Application forms and further details from the Director of Education, Town Hall, Stockport SK1 3LE, to be returned by 29th March, 1978.

City of Salford
EDUCATION DEPARTMENT
GENERAL ADVISER (Special Education)
£6,489-£7,113+£520 supplement
(Head Teacher Group 8 Scale)

Applications are invited from suitably qualified and experienced persons for the above post. Duties include general responsibility for a group of schools involving curriculum and organisational advice to Head Teachers and Senior Staff, assistance in teacher appointments and promotions, guidance and assessment of progress, and holding in-service training courses. In addition the post carries specific responsibility in the field of special education including assessment of the educational needs of individual children and the co-ordination of specialist advice from other professionals and support and guidance for Head Teachers and Staff in "Special" schools and units. The successful applicant will have had appropriate and successful teaching experience and will be able, within a reasonable advisory role, to apply this specialist ability within wider current developments in the Education Service.

Post Reference: 2526/TES.

This post is permanent, supernumerary and subject to the satisfactory completion of a medical questionnaire. Commencing salary will reflect experience and qualifications. Please write or telephone 061-793 3158 for an application form quoting post reference number to the Personnel Manager, Salford Civic Centre, Swinton M27 2BN, to whom they should be returned by 31st March, 1978.

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